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Principal

VOLUME XXXIX, NUMBER 5 April 1960

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THE NATIONAL ELEMENTARY

Principal

THIRTY-NINTH YEAR OF PUBLICATION VOLUME XXXIX, NUMBER 5

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It seems entirely safe to say that the more we learn about the growth and development of children, the more apparent it becomes that physical education is an indispensable element in modernday education. Vaughn L. Hall, "Physical Education—Why Children Need It," p. 8.

Certainly the school can take only limited responsibility for meeting the activity needs of children. It has been estimated that children of elementary school age should have from four to five hours of activity every day and this includes week-ends and vacations. The school can, however, make a major contribution in providing space and equipment for vigorous activity and in planning a program designed to give systematic and demanding exercise to all parts of the body. Anna S. Espenschade, "Child Development Research . . . Implications for Physical Education," p. 12.

The real key to the development of athletic ability is the development of a program which is broad enough to meet the needs of all children; includes activities to develop physical efficiency and organic vigor, physical skills, and socially desirable behavior; and, above all, is suited to the maturity level of the students. Warren R. Evans, "Developing Athletic Ability," p. 17.

[The principal] *must understand the contribution which physical education can make to a well-balanced program and help place it in its proper perspective with relation to the entire school program.* Ival F. Newhard, "Organizing for Physical Education," p. 21.

Next issue . . .

The May issue, featuring foreign languages, will also report on the DESP'S 1960 Annual Meeting. To provide this coverage, the magazine will be about one week late.

THE NATIONAL ELEMENTARY PRINCIPAL is published in September (Yearbook Number), October, December, February, April and May by the Department of Elementary School Principals, National Education Association of the United States.

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The contents of this Bulletin are listed in *The Education Index.*

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More than Play

In the minds of some adults, physical education is a long way to say "recess" or "play period." Although termed "education," it is not always recognized as such. Physical education is sometimes thought of only as a good way for children to let off steam or as a convenient scheduling device for freeing some classroom teachers for a few minutes during the day.

While it is obviously desirable to give young children a chance to exercise and move about freely during the school day and, if possible, to free their teachers for a few minutes, these are not the primary reasons for physical education. A good physical education program provides for the planned development of physical skills; it stimulates positive attitudes toward physical activity; and it prepares children for more effective, rewarding use of their leisure time. These are vitally important goals. Their achievement should not be left to a casual hit-or-miss program. There are too many people who can enjoy sports only as spectators, and too many people who think like the wit who quipped, "Whenever I feel like exercise, I lie down until the feeling passes."

We hope that this issue will be helpful to you in planning increasingly successful programs of physical education.

The Editor

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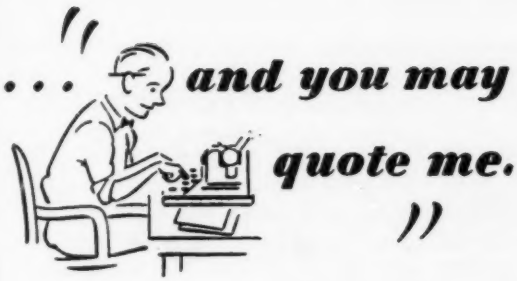

What a surprise! My first thought when I opened the package was that you had a new book just off the press. . . . And then I started looking at all the pictures and realized that this is our yearbook. I think it is beautiful—certainly one that all principals need and I will use it with our faculty and community people. Also I'll see that our superintendent and assistant superintendent of buildings have a copy of this. Need one for my county judge. I certainly forget quick—how much does a yearbook sell for?

Elouise W. Fry
Nashville, Tennessee

I trust that even though I am no longer an elementary school principal I may be allowed to join the national association as an associate member. My heart, loyalty and main interests will always be with the elementary school principals.

Mildred K. Barrows
New Britain, Connecticut

Congratulations (on the April 1959 issue of The National Elementary Principal)! I hope every one of our principals will recognize the role that art plays today. I hope that the creative stress will not die as the "whole" child has died.

Ruth Elise Halvorsen
Portland, Oregon

Just a note to let you know how much I appreciated the latest National Elementary Principal publication entitled *Elementary School Buildings—Design for Learning.*

When I first looked at the book, I felt it would be more appropriate for the superintendent's information in the building program, but after reading the book, I find it very good in re-evaluating the uses of existing buildings.

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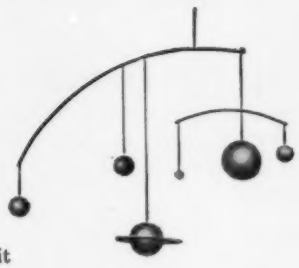

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Election Results

Ballots cast in the January election were counted on February 25 and 26. The membership voted to raise annual dues from $5 to $8, but defeated the proposed increase in life membership fees. Totals were as follows: on the annual dues, 5,800 in favor and 2,683 opposed; on the life membership fee, 5,286 in favor and 3,042 opposed. Thirty-four states gave the annual dues amendment the two-thirds or better favorable vote required for passage.

In this election, four new members were chosen to serve on the Department's Executive Committee. They are:

Martin C. Tate, Phoenix, Arizona, *President-elect*
Lois W. Taylor, Miami, Florida, *Vice-President*
Marion Cranmore, Ann Arbor, Michigan, *Member-at-large*
Harold D. Miller, Jr., Brattleboro, Vermont, *Member-at-large*

These people will begin their terms of office on June 1, 1960. The President-elect will serve one year in that office and a second year as President. The Vice-President will serve a one-year term and both members-at-large, a three-year term.

Ballots were tallied under the supervision of an Election Committee appointed by the President. Members of the Election Committee were: H. Richard Adams, West Virginia, *chairman;* Lucille B. Boggan and Carolyn H. Troupe, District of Columbia; Mary Boylan, Ethel Nash, and Audrey Snodgrass, Virginia. Their official report on the election results will be presented to the business meeting in St. Louis on March 30.

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VAUGHN L. HALL

Physical Education

WHY CHILDREN NEED IT

NEXT to the instinct to survive, the urge to play is the strongest drive in the life of the elementary school child. When a choice becomes necessary, he will miss meals or sleep, resort to deceit and falsehood, and finally openly rebel to gain the chance to play. When left to himself, the elementary school youngster almost always seeks companions and together they choose to engage in "big muscle activities." *This is physical education.*

Physical education has always existed in some form in all human societies. At different times, in various places, people's motives have influenced this program. Cyrus of Persia and Hitler of Germany used it to enhance the military power and prestige of their countries. Swedish and Danish systems of physical education emphasized health values. The early American programs of physical education were borrowed from Europe, but gradually changed to reflect the American culture. During and after the industrial revolution, the problem of leisure time created by the invention of laborsaving devices led to another motive—educating for leisure-time pursuits.

In modern times, the worth of physical educa-

Vaughn L. Hall is Director of Health, Physical Education and Recreation, State Department of Public Instruction, Salt Lake City, Utah.

tion has been enhanced by the acceptance of the proposition that man is a unified organism. It is left almost unfettered by the medieval concepts of asceticism, scholasticism, and puritanism. Today, physical education's greatest value is seen in the contribution it can make to the total growth, development, and adjustment of all children.

A Basic Means of Development

When children participate in activities, they learn. Running, jumping, skipping, hopping, balancing, hanging, dodging involve not only the "big muscles" but the entire nervous system and all other components of the body, including perceptive organs and the mental processes of reasoning, judgment, etc.

Many people think of physical education as being associated with the junior and senior high schools. If this observation be only partially true, it suggests a weakness which is of great concern. Really, it is the early years of the child's life which are the most crucial. These are the important developmental and skill-learning years when children are possessed of the abundant energy, curiosity, and drives which propel them on and on to new experiences and the practice or repetition required for mastery of themselves. Many people are beginning to recognize and understand that one of the greatest untapped sources of education for total development of the elementary school child is physical education.

An Additional Need and Challenge

Time was when organized physical education required less attention than it does today. Play was a natural thing in connection with daily living. "Muscle building" chores were the rule. Carrying wood and water, chasing the sheep and cows, or riding a horse or pony—once common occurrences in the life of an American boy or girl—have largely vanished from the scene.

Today, people do less strenuous physical work. Urbanization, technological advances, changed social conditions, and improvement in transportation and communication often leave boys and girls robbed of activities that once were their blessing. Modernday youngsters are too frequently found riding instead of walking, watching instead of participating, giving more time and interest to sedentary occupations than to those which involve muscular effort, and being enticed to believe that intellectual endeavor is superior to that which involves the total individual. Indeed, our wonderful age of mechanical wizardry, gadgetry, and automation presents a challenge without precedent.

There are many thoughtful persons who sincerely believe that there is a relationship between the lack of consistent "big muscle activity" and the apparent increase in certain degenerative diseases, bad posture, digestive disturbances, cardiovascular difficulties, mental breakdown, endocrine upset, and the lack of bodily strength and endurance. Whatever the actual causes and degree of relationship of physical participation to these problems, there is ample evidence to suggest that elementary schools should plan and organize physical education programs to meet the needs of children. It is no longer a question of "*Shall we?*" but rather "*We must!*" Therefore, it is really a question of "*How well?*"

Much attention has been focused on these problems through the personal interest of the President of the United States. The creation of the President's Council on Youth Fitness has done much to emphasize the need—the special need—for all agencies and interests in America to promote organized programs to replace and replenish the natural opportunities for physical education so conspicuously missing in our modern society.

Objectives of Physical Education

The results of activities in relation to the needs of children are the source from which we must choose our objectives in education. It seems entirely safe to say that the more we learn about the growth and development of children, the more apparent it becomes that physical education is an indispensable element in modernday education.

Seldom, if ever, does anyone question the contributions of physical education to organic fitness, normal growth, and health. Through "big muscle activities," healthy children build organic power. These benefits are noticeably associated with the systems of circulation, respiration, nutrition, heat regulation, and elimination. Few, if any, school situations provide better motivation

for implementation of health habits and practices. One of the most important things which we know about "big muscle activity" in relation to its effect upon growth and development of children is that it cannot be made up if missed in early years.

A well-adjusted person is an integrated person. "Physical education is an integrative force in the life of the child and is, therefore, not an adjunct, but is the essence of mental health."[1]

The playground and gymnasium afford the school its greatest opportunity for emotional and social development. It is here that some of the most impressionable and lasting lessons are learned concerning the value of cooperation, the appreciation of others, the value of honest all-out effort, the recognition of the rights of others, the meaning of freedom with responsibility, and the development of a wholesome attitude toward and respect for the opposite sex. In this program, a child may best learn one of the most fundamental lessons of life—that he may play and lose and play again.

One writer has aptly suggested the necessity of acquiring skills, knowledge, and interests in meaningful leisure-time pursuits by describing a challenging phenomenon of our day. He says we live in a great new world of means without ends. We have more time to do as we please, but "What do we please to do?" is the question. He points out that we "dabble," we "putter," instead of purposefully performing a task. He further suggests that the typical American should always be depicted as sitting down watching someone else perform.

The importance of building skills for leisure through physical education can be pointed up with the fact that today we have more leisure for Americans and more Americans for leisure. *Elementary school years are the skill-learning years.* Not only should the physical education program contribute to the development of the children here and now, but it should emphasize activities and outcomes which will aid them in leisure-time pursuits in later life.

Public schools have not always recognized moral and spiritual values as a part of their field of operation. Within the past decade, increased attention has been given to this aspect of the child's life as a legitimate concern of the school and as a vital objective of education. The leader of children in physical education activities must admit of more than a passing interest in these goals, for we have always talked of sportsmanship, fair play, ethics, and morals as they are expressed through games, sports, and dances.

Here, again, experience tells us it is the early years that are most important. Church schools have demonstrated the truth of this principle. All of the moral or spiritual values which are suggested by the Educational Policies Commission[2] can be found and translated into everyday experiences for children in the elementary physical education program.

Every teacher has the challenge and opportunity to put into the teaching of physical education the understanding of moral and spiritual values. Children should constantly be encouraged to apply these values to daily life, both during and away from the physical education program.

Vital Role of Leadership

To insure desirable results from participation in physical education activities, good leadership must be provided. The teacher is the most important leader, for it is he whose personality most directly and finally affects children in the program. Good professional preparation is important, to be sure, but what the teacher *is* matters more than what he says or knows.

No one has ever disputed the fact that example is the most powerful force in leading or teaching young people. Emerson says: "That which we are we shall teach, not voluntarily, but involuntarily. Thoughts come into our minds through avenues which we never left open, and thoughts go out of our minds through avenues which we never voluntarily opened."

Essentials of a Good Program

Certain essential characteristics identify a sound elementary school physical education pro-

1. National Education Association, American Association for Health, Physical Education, and Recreation. *Children in Focus.* 1954 Yearbook. Washington, D. C.: the Association, 1954. 288 p.

2. National Education Association and American Association of School Administrators, Educational Policies Commission. *Moral and Spiritual Values in the Public Schools.* Washington, D. C.: the Commission, 1951. 100 p.

gram. Experience over a period of many years shows that when these elements are present the program thrives; but most important, children—all children—in the school reap benefits which meet their needs and propel them onward toward maturity and responsibility. Briefly, these essentials may be listed as follows:

- All pupils are enrolled in physical education activities and participate daily.
- The program includes a large variety of activities.
- Natural play-type activities are recognized as superior to formalized drills. By natural activities is meant those which meet the children's current interests and where movement is used in games that involve hunting and fleeing, stunts, rhythm, and mimicking animals, things, or persons.
- The instructional program in physical education has adequate time allotment. This should be approximately thirty minutes daily for each child.
- The program has balance between the instructional period, free play with guidance, and special events or play days.
- The program of activities is adapted to the needs of all pupils—to the superior athlete as well as the physically handicapped.
- The program is stressed equally for boys and girls.
- The activities are carefully selected as to value and are appropriate to the age, sex, and individual differences of the pupils.
- Health records, participation records, and achievement records are kept and used to the advantage of the child. They are referred to often in adapting the program to individual needs.
- Competent, exemplary leaders are in charge of the program and keep in mind all of the objectives which they are seeking through physical education.
- Adequate facilities, equipment, and supplies are available for conducting the program of activities for all pupils.
- The program has and maintains the support of the public.

A few years ago in Salt Lake City, Utah, a group of professional physical education people met and invited an elementary school principal to speak on the topic "*What I Expect of My Physical Education Teacher.*" He was allotted thirty minutes. The principal, Emil Nyman of the Garfield Elementary School, appeared and presented his views in exactly two and one-half minutes. His remarks are reported here because they so aptly suggest the importance, challenge, and opportunity for those who guide children in the physical education program.

What I Expect of My Physical Education Teacher

Intelligent enough to talk about sex problems objectively.

Tactful enough to referee disputes fairly.

Altruistic enough to want to do some special service.

Trained enough in psychology to counsel young people.

Professional enough to serve his fellow workers in their improvement.

Kind enough to win young folks to his leadership.

Big enough to distinguish trifles from giants.

Doctor enough to heal heartbreaks and soul injuries common to a big school.

Cultured enough to be a model in taste and language.

Creative enough to be able to put art into physical education activities and to appreciate originality in others.

Vision enough to tolerate the antics of young folk and to make the most of them.

Big enough to overflow into the lives of other teachers in the school to keep them balanced and encouraged.

Funny enough to be the clown of the organization if no one else turns up.

Wholesome enough to set the mental health climate of the school.

Religious enough to be secure, clean, optimistic, and courageous.

Skillful enough to provide practice in wholesome, constructive group living.

Moral enough to be a part in the development of conscience.

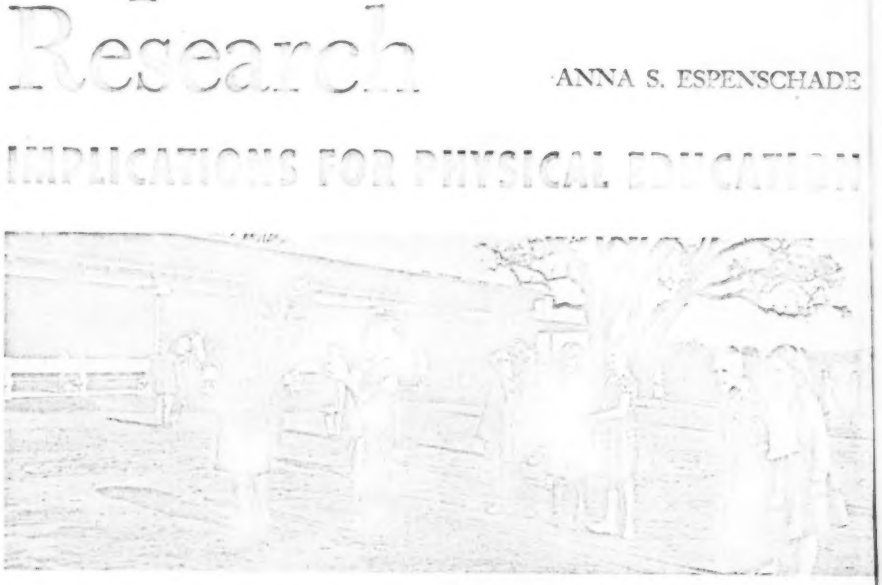
Adaptable enough to make a physical education and health program in spite of weather, interferences, and lack of equipment.

Young enough to catch new ideas.

Child Development Research

ANNA S. ESPENSCHADE

IMPLICATIONS FOR PHYSICAL EDUCATION



PHYSICAL education is an integral part of the elementary school curriculum and makes important contributions to the objectives of education in a democratic society. Periodic reexamination of purposes and goals in the light of changing environment and new knowledge is essential for planning optimum programs.

Taller and Heavier

Research in physical growth has important implications for physical education since there is an intimate relationship between size and physical abilities. The longitudinal studies of the 1920's and '30's have presented a clear picture of the pattern of growth of various body segments. Standing height, probably the most easily obtained measure of all, has been found to be one of the most significant for interpreting individual growth. Body weight in relation to height is a rough predictor of nutritional status.

Systematic collection of height and weight data at six-month or even annual periods increases the value of the measures, especially when the results are plotted on a grid such as the Wetzel or those developed at the University of California at Berkeley and the State University of Iowa. The grid graphs indicate nutritive failure and the need for referral for medical examination. They also show rate of growth and this has implications for every aspect of development, mental, social, and emotional as well as physical.

Children in the United States today are growing taller and heavier faster than at any period in our history. A recent survey at an Oakland, California, junior high school showed that eighth-grade girls are on the average one inch taller and four pounds heavier than girls of the same age

Anna S. Espenschade is Professor of Physical Education and Vice-Chairman of the Department of Physical Education, University of California, Berkeley.

and grade in the same school were 24 years ago. For boys the increases were 1.8 inches and 10 pounds. Statistics do show that the average height and weight of American adults is gradually increasing, but the rate of change is far below that noted in this particular sample.

The explanation for these extraordinary changes must be found in good nutrition, freedom from disease, and possibly climatic conditions. There is no evidence to indicate racial or socio-economic changes in the sampling. These children have grown up in a period of relative prosperity. An optimum combination of factors has evidently stimulated the rate of growth and a greater percentage of mature height and weight has been attained by these eighth graders than was true 24 years ago.

The important fact to recognize is the increasing rate of maturity which is occurring in some children in the elementary schools today. It is not uncommon to find girls of 8.5 years and boys of 9.5 years who have already entered the pre-adolescent period of accelerated growth. At the same time, there are wide individual differences. Some children will not reach this phase of development during the elementary school years. Quite probably, the most homogeneous groups from the standpoint of rate of physical growth will be found in the second and third grades.

Deficiencies in Strength

Although children in our country are taller and heavier and are in better health than ever before, there is a growing body of evidence to show that there has not been an accompanying increase in muscular strength and in physical abilities. Surveys of Kraus and associates on muscular fitness of various samples of U. S. and European children found the latter to be markedly superior at all ages from six to sixteen years. The Kraus tests are designed to measure what he calls the minimum strength necessary for health and well-being of abdominal and back muscles, plus back flexibility.

A number of independent investigators[1] in the United States have obtained results similar to, although in most cases somewhat better than, those reported by Kraus. Some improvement with age in performance in all strength tests has been observed by all investigators. This has not been true of the flexibility test. American boys are especially poor in this measure.

Although no comparable data for the United States as a whole have ever been collected, the present averages indicate very poor performance in tests of dynamic strength and endurance such as pull-up (chin), push-up, and sit-up.

These deficiencies in the physical development of youth in the United States were brought to the attention of President Eisenhower and, in 1956, the first American peacetime conference on "Fitness of American Youth" was convened. The President's Council on Youth Fitness was created and has stimulated a great number of projects, including a national survey of physical abilities of children in grades five through twelve.[2]

The state of Connecticut has recently completed a survey on fitness of youth and used the national test battery as one of the measures.[3] The findings reveal marked weakness in arm and shoulder girdle strength. Preliminary results of a state-wide project in California indicate that these same strength measures show lower averages than those obtained in California in the 1920's.

In addition to tests of muscular strength and endurance, the national battery includes various events in running, jumping, and throwing. These are designed to measure power and coordination, agility and flexibility of arms, legs, and body. Many state and local programs include similar, if not identical, events. A number of studies are in progress at the present time and results are not yet available. Some data from earlier years will be useful for evaluative purposes but direct statistical comparisons will be possible in only a few instances.

The evident deficiencies found in children today in comparison with Europeans or earlier Americans in arm and shoulder girdle strength

1. Phillips, Marjorie, and others. "Analysis of Results from the Kraus-Weber Test of Minimum Muscular Fitness in Children." *Research Quarterly* 26: 314-323; October, 1955.

2. American Association for Health, Physical Education and Recreation. *Youth Fitness Test Manual.* Washington, D. C.: the Association, a department of the National Education Association. 1958.

3. Connecticut Association for Health, Physical Education and Recreation. *Fitness of Connecticut Youth.* Danbury, Connecticut: the Association, 1959.

reflect the absence of lifting, climbing, pulling, pushing, and possibly tumbling and similar activities in which the weight of the body or of other objects is frequently carried by the hands and arms. These same activities make important contributions to development of abdominal muscles. Only a cursory examination of today's living with its high rate of urbanization and automation is needed to show the extent to which natural opportunities for muscular development have been taken away from our children. Walking to and from school is no longer a part of the life of thousands of rural or urban children. Even stair climbing is being eliminated as many houses and schools are built without stairs!

Fitness for What?

The word "fitness" has many connotations and inevitably raises the question, "Fitness for what?" The President's Conference recommended that we be alert to the facts that "in this age of automation the fitness of our youth cannot be taken for granted; indifference to the softness which comes from lack of participation in health-giving activities will bring erosion of our strength; and physical fitness goes hand in hand with moral, mental, and emotional fitness. Intensive, continual, and cooperative research must be conducted to supply the factual base for formulating fitness policies, plans, and programs."[4]

Since in the United States today the physical demands made on men, women, and children by the tasks of daily life tend to be minimal, the desirability or necessity of developing strength and gross motor abilities may be questioned. A substantial body of evidence points up the need for exercise, however. Biologically, man is made to be active and must be active for optimum mental and physical health.

The American Medical Association, in a pamphlet entitled *Exercise and Health*, has summarized medical observations and research findings in this area. Interaction between structure and function is important for development. Systematic muscular exercise is a factor in growth in height, weight, and vital capacity of children and youth. It has recently been found that regular physical activity will eventually increase the density of the bones of the body and elasticity of connective tissues. This increases their resistance to stress and strain, a resistance which is lost if exercise is not continued.

Regular physical activity also produces organic changes, particularly in the lungs and circulatory system, some of which improve function for normal living and also give protection against stress and strain. The heart is a muscle and develops through use. The healthy heart responds to exercise by increasing in size and functional capacity. The exercised heart is stronger, slower in rhythm, and steadier than the untrained one and is capable of more sustained effort. It must be recognized that there are certain age differences which are not eliminated by training. The heart of the young child, for instance, beats more rapidly than that of an older one and blood pressure is lower in childhood. Breathing is done by muscles, also, and both the chest muscles and the diaphragm are developed by exercise, especially by that of the more vigorous type.

Obesity is becoming a serious problem in children as well as in adults today. Although no single causative factor can account for this, underactivity as well as overeating is important in the total picture.

There are some obvious implications here for the physical education program in the elementary schools. Certainly the school can take only limited responsibility for meeting the activity needs of children. It has been estimated that children of elementary school age should have from four to five hours of activity every day and this includes week-ends and vacations. The school can, however, make a major contribution in providing space and equipment for vigorous activity and in planning a program designed to give systematic and demanding exercise to all parts of the body. This is just as important for girls as boys.

Recent research substantiates a common observation that some individuals need more exercise than others. Body build is a factor here. Some children are quite literally built for exercise and enjoy large amounts of it. A unique pattern of endocrine factors, determined in large part by heredity, shapes the body and controls the rate of growth of each child. Almost certainly, these same factors regulate the characteristic energy

4. President's Conference of American Fitness on Youth. *Fitness of American Youth*. A report to the President of the United States. Washington, D. C.: Superintendent of Documents, Government Printing Office. 1956. p. 3-4.

level also. Energy level in any individual is related to basal metabolic rate. It may be momentarily influenced by time of day, state of health, amount of sleep, kind of breakfast, and a host of other things, but the overall pattern is a part of the individual and an essential part of personality. There is a sex difference in energy level in the direction of greater energy in boys than in girls, but the difference between sexes is less than that between individuals of the same sex.

Early Experiences Important

Activity and multiple stimulation, both intrinsic and extrinsic, are now recognized by psychologists as vital factors in both physical and psychological maturation. The vital necessity for mental development of the learning going on in infancy, the product of early experience, has been clearly demonstrated only rather recently. Even a very limited environment will provide much of the necessary stimulation.

Generalized experience is necessary to normal intellectual development.[5] The multiplicity of sensory and motor experiences in the preschool years enables the child to build a series of skills upon which he can call in response to the demands made by development and by society. The greater the variety of experience, the richer the resources for later use. It seems certain that long before going to school, children have many times made every movement of which their bodies are capable. Strength, speed, flexibility, and balance increase with growth as well as with exercise. Changing body proportions due to growth present ever-new problems of coordination. Physical abilities and motor coordinations develop by use.

It is probable that in a primitive environment experiences of daily life would provide adequate opportunity for exploration and development of all motor coordinations and the acquisition of special skills. Modern society imposes strict limitations on natural movements and because of this children may not develop efficient ways of using the body, good posture, and easy, graceful carriage. Poor body mechanics are one cause of muscular strains and tensions which contribute to fatigue and irritability. In the physical education program, constant attention should be given throughout the early years to the prevention of defects or, if necessary, to the correction of those which occur. The latter requires specialists in the field and usually medical supervision or direction. Most bad movement habits are acquired during the elementary school years. These may lead eventually to structural changes in the body which affect health in adult years. It is unfortunate that so few communities provide the staff and facilities for proper care and prevention of defects in the elementary school.

Developing Game Skills

The years of early childhood have been referred to as the skill-learning years. In this period learning the game skills useful for participation with peers is considered an important developmental task. Many of these skills, such as ball throwing and catching, are taught to children by each other. The concentrated practice and devoted drill which these skills receive from highly motivated child participants is constantly astonishing to adults.

All children do not have opportunity to develop a wide variety of skills out of school, however, nor do all of them "catch on" readily without guidance. Systematic instruction should be provided in physical education classes. Most children have the ability to acquire sufficient skill in simple techniques to enable them to participate without handicap in group games. This amount of achievement and success is very important in social and emotional development. It should be possible for every child to find activities in which he can participate with satisfaction. This serves the dual purposes of a means of recreation and a way of maintaining physical fitness.

As children grow older, they are capable of more complex activities, both physically and intellectually. One study of children's interests attributed lack of interest in some games on the part of intellectually gifted children to boredom due to lack of challenge, rather than to dislike of activity. Widespread participation of elementary school boys in Little League baseball in the last ten years has demonstrated the fact that large numbers of nine-year-olds can and do master baseball skills and strategy to a degree that would not have been believed possible earlier. Although

5. Hebb, D. O. *A Textbook of Psychology*. Philadelphia: W. B. Saunders Co. 1958.

these participants may well be more mature or more gifted in physical abilities than the average, there are implications for the physical education program especially in grades five through eight.

Growing children enjoy using developing abilities. In these grades, however, individual differences in size and physique, as well as in motor ability, are more evident. In vigorous and in highly skilled activities, the class should be divided into homogeneous units, or teams should be equated for ability. If body contact sports are included in the program for boys, the class should be divided according to sex. For most activities in the elementary program, individual differences will be greater than sex differences.

Research in the organization of motor abilities shows that these abilities tend to be fairly unique. Only narrow group factors appear. And there is no evident increase in interrelationships with age. Thus there is little prediction from one activity to another. The child must explore widely in order to know what he can do best and which activities appeal to him most. What does transfer, however, is attitude toward activity and possibly also methods of attacking the learning situations.

Effect of Cultural Influences

The need for activity is common to the young of every species and provides a built-in motivation for physical education and playground activities in the elementary schools. Cultural influences are strong, however, and subtly but insistently determine sex-appropriate behavior.

High prestige values are associated with physical activities for boys at all school ages. The role of girls, on the other hand, is not so clear cut. They are expected at times to be able to swim and play tennis, but this should not be a primary interest as they are expected to be available when boys are not occupied with their own pursuits. Studies show that these so-called typical adolescent behaviors occur in some parts of our country, at least, on the average two years earlier than they did a generation ago, and before the majority of girls have reached puberty. A seventh-grade girl stated recently at a Teen Town Meeting that she liked physical education because it was "all right" to play games there that she could no longer play after school. Since physical education is compulsory, no stigma could be attached to this participation. This places an additional responsibility on the physical education program since it apparently must provide a major part of the vigorous activity needed by pre-teen-age girls.

Personal Adjustment

In the preadolescent years, a new awareness of self is gradually developing. Physical development, especially anything that may appear atypical either to the individual himself or to his peers, may become a major source of anxiety. For example, the special problems of the early-maturing girl, which have been so clearly pointed out in recent studies, occur during the elementary school years. The fat or awkward boy usually is a problem to himself, especially in physical activities where he finds himself expected to participate with the group. Guidance in these cases is certainly not the exclusive province of the teacher of physical education, should there be one, but recognition of the need for it may well take place in the physical education class.

Because of the natural interest which children have in play, it is an excellent medium for many types of learning. Physical activities provide a miniature world for the exploration of social relationships and for group interaction. Under expert guidance, children learn not only rules of the game but also codes of ethical behavior. They learn to cooperate with others, to work for the good of the whole, to submerge self in the team. They should learn also, in controlled situations, to handle stress, to endure frustration, to accept but not to overvalue success.

The emphasis in this article may appear to be placed most heavily upon implications from research in physical growth, development, and exercise. This has been done purposely because these findings emphasize the unique role of physical activity in development. Studies of interests, attitudes, and personal and social adjustments have implications for all aspects of the elementary school program, including physical education. These latter types of learnings are not inherent in physical activities themselves but are outcomes dependent upon good leadership and good planning. Some of them may be attained more readily for more children through physical education than other school subjects because of the strong motivation children bring to this class.

Developing Athletic Ability

WARREN R. EVANS

MANY parents, high school and college coaches, as well as sportswriters seem to assume that the best way to develop good basketball players is to start boys playing basketball in the elementary school. I do not believe this is true. And if the development of star athletes were a major aim of our elementary school physical education program, this would not be the best way to do it.

Let us look at what might happen if we started developing basketball teams in the fourth grade. Joe Palino is a small, very mature boy for his age whose parents are from southern Europe. He has quick reaction time and can run fast. Howard Stevenson is big, not very mature for his age, and his ancestors were from nothern Europe. He is not quick and cannot run as fast as most of the boys and girls in his class. Joe will probably make the team and be the star while Howard will fall all over his own feet, never make a basket, and end up thinking basketball is not for him. In fact if the experience is distasteful enough, he may never play basketball again if he can help it.

Six years later, Howard, the slow maturer, has caught up to Joe in maturity, is six-four and weighs 185 pounds. Joe is still quick but is five-seven and one forty-five. Howard now can run faster than Joe, can dunk a basketball and block almost any shot Joe can get off. He is on the way to being one of the best players in the state. If he had been discouraged from playing basketball in the fourth grade, the team would have missed a really fine athlete.

I am sure that an elementary school program which meets the needs of all children at their own level of maturity is also the best program to develop athletic ability. Programs must provide

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a wide range of activities based on the growth and development needs of the children and administered by people who know something about the growth and development of children.

Many programs for children, such as Little League Baseball, Midget Football, and Biddy Basketball, *are not the type of programs which meet the needs of most children of elementary school age or develop the best baseball, football, and basketball players.*

Physical Efficiency and Organic Vigor

All children need a lot of vigorous physical activity to develop their body functions to the optimum level. Exercise increases organic power and functional efficiency. An elementary school physical education program must aim to develop organic vigor, muscular strength, physical endurance, good body mechanics and control, flexibility, agility, and general physical coordination for all children.

In our present machine-age society dominated by the automobile and TV, we are all in danger of becoming a nation of physically unfit people. There is a lot of evidence to indicate that our children, though large and well fed, do not measure up to the children of other countries in endurance, flexibility, muscular strength, and other areas of physical fitness. As we continue to provide more and more machines to do the work of our muscles, we need to increase greatly our programs of physical fitness.

Physical Skills

In order to develop athletic ability to the maximum, a program must develop physical skills in all children. These skills might be classified as 1) locomotor and related skills such as running, walking, jumping, skipping, sliding, climbing, hanging, galloping, lifting, carrying, pushing, pulling, and landing as well as 2) game skills such as tossing, dodging, stopping, throwing, catching, kicking, guarding, punting, starting and striking.

Let us consider some of the factors which are important in learning motor skills. As in other learning situations, the readiness factor is vital to the effective learning of physical skills. The difficulty level of an activity must not be above the ability level of the individual child if effective learning is to take place. We must not introduce children to activities which are more complex and difficult than their coordination or muscular strength are ready to handle successfully. Learning takes place very slowly or not at all when young children are introduced to activities for which they are neither psychologically nor physiologically ready.

Another important learning factor is motivation. Fortunately for teachers of physical education, most activities in the physical education program are self-motivating for a great number of children. At least most children seem to enjoy learning to play softball more than to do problems in arithmetic. Motivation, nevertheless, is a factor in developing the best climate for the learning of physical skills. Anyone who has tried to get sixth-grade boys interested in learning to dance has probably met a motivation problem!

Goals are also important as a factor in learning skills of a physical nature. Children need to know what they are trying to accomplish and why they are learning the skill with which they are involved. It is important that the goal be well defined and carefully explained if the learning situation is to be most effective.

It is also vital to consider the relationship between satisfaction in accomplishment and learning. Success gives satisfaction and failure gives dissatisfaction. It is important to keep the activities and goals within the limits of the student's ability so that he gains satisfaction and continues to learn. Failure destroys incentive and interferes with or completely stops learning.

Another obvious factor is the problem of individual differences. These differences are just as great in the field of physical skills as in academic skills and the teacher must be aware of the great span of variation in each group of children.

Elementary school teachers will note that the factors mentioned above are also important in other learning situations. They apply to learning to read as well as to learning to throw a ball. The principles of learning apply to all learning.

Socially Desirable Behavior

An athlete, to be successful, must also develop socially desirable patterns of behavior such as personal responsibility, self-direction, good

sportsmanship, followership, leadership, creative ability, cooperation, group consciousness, group responsibility, and tolerance. Good physical education programs will work toward the development of these patterns of behavior.

It is important to know something about growth and development patterns of children when evaluating your program for these social behavior traits. For example, we should not expect second-grade children to cooperate in a team situation. They are just not mature enough at this age to sacrifice individual action for team success.

A player on a high school football team who continues to violate the rules and incur penalties against his team may be a definite liability, regardless of his physical ability.

Based on Children's Needs

The real key to the development of athletic ability is the development of a program which is broad enough to meet the needs of all children; includes activities to develop physical efficiency and organic vigor, physical skills, and socially desirable behavior; and, above all, is suited to the maturity level of the students.

You need to start with large muscle activities and gradually move toward activities which require skill in the use of small muscles. For example, large playground balls should be used for primary children; they should not be expected to be skilled in handling softballs.

The younger elementary children are not ready for complex team games. A second grader will usually play dodge ball poorly because he will not pass to a teammate but will insist on doing it himself.

The program must be based on the characteristics and needs of the children. Some examples of the needs of primary children are:

- Concern for individual rather than group performance
- Strong dramatic interest
- A real urge for action
- Need for large muscle activities.

Based on these and other needs of children of the first three grades, we can then list some of the skills which we might teach effectively in these grades.

- Jumping with both feet together
- Catching and throwing large balls
- Skipping
- Running to a mark and back
- Ability to do several singing games
- Ability to perform a number of simple stunts
- Skill in climbing on a jungle gym.

Some of the needs of upper-grade children are:

- Continued urge for action
- Increased skill in use of small muscles and in general coordination
- Great desire for group approval
- Need for wide variety of activities.

Based on these needs, upper-grade children can then be expected to:

- Catch and throw small balls
- Handle large balls well
- Control and dribble a soccer ball
- Play team games effectively
- Do many folk and square dances
- Know the rules of a number of team games
- Know how to swim
- Chin at least three times.

For Example

The following is a good example of a program, based on the growth and development needs of children, which develops athletic ability in the area of basketball. It is taken from *Physical Education for Children of Elementary School Age*, a report of the National Conference on Physical Education for Children of Elementary School Age. The DESP was one of the fifteen sponsoring organizations of this conference.

Basketball as played by adults is not suitable for young elementary school children; however, some of the skills and simplified forms of the game may be adopted for their use. The following progression serves to illustrate.

Development of Basketball Skills Through Games Geared to Children's Maturity

Skills	Game Situations	Kind of Equipment
	EARLY CHILDHOOD	
Bouncing	O'Leary Individual ball bouncing	8½" rubber ball

Throwing and catching Running or dodging	Ring Call Ball Teacher Ball Hill Dill Black Tom Cat and Rat	8½" rubber ball or smaller if child prefers
Stopping and starting	Maze tag Statues Relays Running to a point	
Jumping	Jump the Shot Jack Be Nimble Jump Jim Crow	
Ball handling Overhand throwing	Hot Ball Center Base	8½" rubber ball
	MIDDLE CHILDHOOD	
Passing (bounce or chest)	Relays Pass and Change	Soccer ball or volley ball
Pivoting and guarding	Circle Pole Ball Line Dodge Ball Dodge Ball	Soccer ball or volley ball
Techniques of game organization	Pin Basketball Captain Ball	Soccer ball or volley ball
Team Play	One Goal Basketball Captain Ball Nine Court Basketball Six Court Basketball	Soccer ball or volley ball
Shooting	Basketball Captain Basketball Twenty-One Free Throw End Ball	Junior Basketball
Techniques in a game situation	Captain Basketball	Junior Basketball
	LATER CHILDHOOD	
Techniques in a game situation	Nine Court Basketball Six Court Basketball Side-line Basketball Three Man Basketball	Basketball
	EARLY ADOLESCENCE	
Passing, pivoting, shooting and guarding	Circle Pass Drills Keep Away and Drills Shooting for basket in all kinds of line formations with guarding drills	Basketball
Officiating in modified rules of games	Basketball for boys Basketball for girls	Basketball

Conclusions

If we take a good look at the growth and development patterns of children, we can only conclude that a well-rounded program which meets the needs of all children at their individual maturity levels not only is the best program for the mass of children, but also is the program which will develop athletic ability among the high-ability group who will be our varsity athletes in high school and college. Starting complex team activities or difficult skills at a grade level when children are not sufficiently mature and lack ability to attain success is a deterrent to the development of athletic ability in most children. This is especially true of the slow maturers who are the ones who will grow into the largest adults and potentially the best athletes in many of our most popular games.

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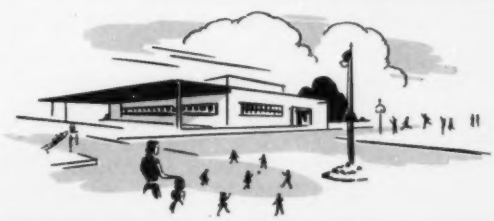
Organizing for PHYSICAL EDUCATION

IVAL F. NEWHARD

WE, as educators, are all well aware of the turmoil, unrest, and rapid changes in our way of life during the past decade. The birth rate explosion, the anxiety of living in a cold war with the resulting pressures it has placed on our school curriculum, the effect of automation, and the widespread use of mass media for communication have been disturbing and, in many instances, have resulted in "crash programs" which have been shortsighted in terms of what we know about child development. In the elementary school we need to strive for excellence in reading, mathematics, and science, but let us not forget the other areas of development which are also a part of the basis for complete growth.

Not "Time for Play"

The "time for play" concept of physical education has gone by the boards in the up-to-date elementary school as surely as has the rigid authoritarian concept of classroom control. I do not wish to imply that control or play are unnecessary, but we must think of physical education as more than a cure for poor classroom climate. We must accept it as an integral part of our elementary school program with its own unique and important contribution to the educative process.



Ival F. Newhard is Principal of the John Marshall School, South Bend, Indiana.

Children need specific instruction in the basic physical skills which are so important to mental, social, and emotional growth. It has been found that children possessing greater motor skills have fewer fears, meet new motor situations with more ease, have a greater feeling of adequacy, and enjoy more satisfying relations with others.

Playground area, equipment, staff, and building facilities for an adequate physical education program in the elementary school vary greatly throughout the country and usually within any one school system. As directors of learning, we need to create with our teachers a strong modern instructional program in physical education adapted to the best use of facilities available. This program, like that in other areas such as reading, should work toward definite goals for each grade level. The development of motor skills and physical fitness should be adapted to the age of the child.

The elementary school principal is the key person in organizing a well-rounded curriculum which, with other content, should provide for regularly scheduled classes in physical education attended by all pupils. He must understand the contribution which physical education can make to a well-balanced program and help place it in its proper perspective with relation to the entire school program.

The structure of the organization which provides for physical education will vary from school to school but will be greatly influenced by the following factors: 1) size of school in terms of number of pupils and grades included; 2) availability of outdoor area suitable for classes; 3) restrictions of weather on use of outdoor area in different parts of the country; 4) personnel available to staff the program; 5) building facilities and equipment available.

Young Children Need Their Share

In far too many instances, the larger school with more grades tends to crowd out physical education for the younger children in the lower grades. This has been caused, perhaps, by our "adults come first" attitude which relegates the kindergarten and lower grades to a role of "second ratedness." It may also be the result of overemphasis on athletics as noted in some areas of our country.

In this regard, I feel that the principal must see that the program is in balance and that even the "least of these" are given a fair allotment of facilities, regardless of the size of the school. Certainly the opportunity for big muscle activity must not be denied our very young children because of an overcrowded or large school.

Use of Specialists

In some schools with adequate gymnasium and outdoor facilities, highly organized programs are in progress in which a physical education specialist does the teaching in all grades. This would be the extreme in organizational pattern and surely would have advantages in terms of quality of program for the teaching of skills. Care would need to be used, however, lest it become an isolated, highly departmentalized, and unrelated part of the whole program. The ability of one specialist to know and understand the needs of many children might be questioned. The advantages to the classroom teacher in observing his children at play and organized game activities would be lost. The assumption by the specialist of this part of the program would, however, relieve the classroom teacher for preparation time in other areas.

Of course, the cost of using specialists to conduct the entire program is prohibitive for most of our public school systems.

The other extreme in organization, and not necessarily devoid of quality, is that in which facilities are limited and help from specialists is unavailable. In such instances, the principal and his staff need to determine cooperatively the goals of each grade and the program to be followed in meeting these goals. The characteristics and needs of children for each age level should be the basis for the selection of activities. Most state departments of public instruction have suggested programs which are helpful. Other aids in developing a satisfactory program may be secured from state universities, books on physical education, and most certainly from other school systems.

Most of the elementary schools in the United States fall into an in-between category in which the program is neither highly specialized nor completely self-contained. An elementary school through the sixth grade and of over three hundren students can have a balanced program in

physical education with little help from a specialist. In most instances, the classroom teacher is capable as an instructor in physical education through the fourth grade. Certainly this should be true through the sixth grade for the recess part of the program. The pattern of segregation of boys and girls starting in the fifth grade, with emphasis on instruction by one teacher, seems to prevail in areas where this is possible.

Facilities Needed

Ideally all schools, unless the climate proves it unnecessary, should have a gymnasium facility. This can vary from the huge well-equipped room to the small reconverted attic or classroom. Basically, children need space for activity which is safe and free from obstacles. The multi-purpose room is a popular trend in presentday school planning.

Outdoor classes are desirable whenever weather permits. The trend toward larger school sites is in keeping with what we know about children. In our own city, new school sites are cooperatively planned with our city park department. This eliminates the duplication of costly facilities and gives us a more completely equipped outdoor area. The use of a paved area of blacktopping has proved satisfactory as a wet weather playground in many places.

The city schools of Los Angeles have developed, in my opinion, an excellent physical education program for the elementary school. Their program, with the aid of a cooperative climate, is conducted out-of-doors in its entirety. It provides for a rotating use of outdoor facilities following a plan worked out cooperatively by students and staff. Few specialists are used in the classroom study of activities or in supervising the play areas. Other places, I am sure, also use outdoor facilities in a highly organized way.

Scheduling

An elementary school of 900 students in kindergarten through eighth grade, and this would be the maximum size school we should ever have, can plan a schedule which will provide two physical education classes per week for each group. Adequately trained elementary teachers can provide the instruction through the fourth grade in this type school. Segregated classes of boys and girls, showers, and gym suits for these grades may be desired but are not necessary for a good program. As a safety factor, rubber-soled gym shoes should be used. Two thirty-minute periods per week will provide a minimum physical education program.

Children in grades five through eight have reached a stage in development where segregation of boys and girls and showers and gym suits seem advisable for a good program. The noticeable difference in growth and play patterns and the more vigorous activity needed dictate this segregation. Beginning on this level, a forty-five-minute period can be wisely used. Success has been experienced in many schools in occasionally organizing a mixed class to whom instruction is given in group games and various types of dancing.

Segregated classes in grades five through eight can be properly taught by a competent elementary teacher who has had a part of his training in physical education and basically understands this age child. He should have a sponsor group of his own to which he teaches a basic core area in a modified, self-contained plan.

Need for Coordination

Physical education can be more effective if it is not too far removed or unrelated to good classroom procedure. The physical education personnel should also be able to give leadership and help coordinate the entire school program in this area and work in an advisory capacity to those less well equipped. It is only natural to assume also that those in physical education will give leadership to any athletic program the school may sponsor.

There is need for a physical education specialist in a school system of over five thousand students to help keep the staff on the growing edge of progress which research has pointed out to us. This specialist, with the aid of helping teachers in larger systems, can give leadership in the development of a quality program. Continuous curriculum revision, in-service classes, and demonstrations should be provided for those teachers who need help. The staff should work cooperatively in the preparation of evaluation techniques such as physical fitness tests.

In education, as in other professions, there is always the danger of delegating every task to the specialist. This danger is especially prevalent in the elementary school as we come under the pressures of higher education. The specialist should be skilled in helping the classroom teacher realize his full potential in creatively teaching physical education. Many very fine teachers have been handicapped or blocked in this area because of the fear which they have attached to it as a result of overcomplicated equipment and descriptions. All of us have proudly witnessed skilled primary teachers conduct good classes in physical education when they have been encouraged to do so and have felt free to use the gym. How many of us, as administrators, would recoil at the idea of teaching a class in physical education if we were made to feel that this was a task at which we could never be but second rate?

Recess—An Educational Experience

Our presentday society, with its variety of automatic devices and particularly the increased use of the automobile, has practically eliminated the need for children to use and develop their physical facilities. With this decreased physical activity and the loss of muscle tone, children are more restless and more lethargic.

Many of our school programs have failed to provide short periods of vigorous activity in the form of a recess program to take care of this need. In a modified self-contained program, the homeroom teacher's schedule should have enough flexibility to provide an outdoor recess period at least daily as he senses the need and as the weather permits. On days of inclement weather, or when time won't permit, classroom exercises or activities provide the break which leads to more efficient learning. Depending on the age of the group, each room needs a minimum of playground equipment for group games—bats and balls and jumping ropes for individual play. Equipment for more quiet indoor play is also necessary. Recess should be an educational experience, a laboratory period in which children practice those motor skills and physical activities which they have learned in the physical education period. Recess activities should be largely pupil-planned with teacher guidance rather than teacher domination.

Intramural Programs

In addition to the physical education and recess period, a well-rounded program will include a sound schedule of intramurals. These activities serve as a laboratory in which both boys and girls may practice the skills they have learned in the regular physical education classes.

Although basketball is, without question, our most popular indoor sport and is an excellent intramural sports activity, we cannot limit our intramural program to this one game. The following team sports and contests are suggested as suitable: basketball, touch football, softball, baseball, track and field events, volleyball, volley ring tennis, newcomb, batball, dodge ball—circle, court, and elimination, soccer, gym soccer or line soccer, end ball, basket end ball, kick baseball, tug of war, Indian leg-wrestle, hand wrestle, advantage wrestle, no-fall wrestle, relays, and free throw shooting.

One of the characteristics of the elementary school age boy or girl is his desire to try new things. In the intramural sports program we have a wonderful opportunity to capitalize on this characteristic since we have such a wide variety of activities at which children can try their skill.

When we organize intramural teams, we should try to accomplish two things: 1) to have evenly matched teams; 2) to have group loyalty within the team.

When teams represent home rooms or sponsor rooms, they usually have group loyalty, but they are not evenly matched because of the differences in grade level and in age. It would, therefore, seem better to have the teams matched evenly by choosing in rotation from all grades and then trying to develop team loyalty after the teams have been chosen. The type of tournament best suited to team sports in the elementary intramural sports program is the round robin where every team plays every other team in the league.

Inter-School Athletics

An inter-school athletic program for the physically gifted boys should also have a place in our plans. In reference to such programs Reeder says that it is regrettable that the purposes and methods of developing champions are still widely used and that needs of the large majority of the stu-

dents are neglected.[1] In brief, too many schools emphasize programs of athletics and neglect their programs of physical education; like ancient Sparta, they cater to the pupils who are physically strong and neglect those who are weak.

Along with the Indianapolis 500-mile race, Indiana is known far and wide for its "Hoosier Hysteria" in the form of high school basketball. The interest generated each year in the state tournament has come in for its share of both praise and criticism. Like most events of this magnitude, there are results of both a positive and a negative value. The intent of those in control cannot be questioned. There may be instances of human frailty which at times lead to questionable practices.

An interesting follow-up study of the athletic "feeder" program in South Bend would indicate a rather low correlation between those who compete in elementary school athletics and those who make up the high school varsity. It seems that the boy who is the most gifted and mature physically in the fifth grade is not necessarily as far advanced with his peers when he becomes a high school senior. This study further reveals that those boys who have experienced a sound physical education program through their elementary school years and have had ample opportunity to develop the fundamental skills are the ones who perform on the high school teams.

It must, therefore, become the responsibility of the principal to see that elementary school athletic programs are kept within reason. We must be aware of our responsibility to young children and weigh the pressures which we feel from our own adult experiences and the well-intended but frequently misdirected ideas of adult groups, high schools, or colleges.

Criteria of a Good Program

The following standards for a physical education balance sheet as reported by Lane may prove stimulating to the principal anxious to develop such standards in his own school.[2]

"Evidences of a strong program in physical education are as follows:

1. Each teacher is supplied with manuals, teaching guides, and necessary materials and equipment.
2. Yard areas are well marked and well equipped and so placed that efficient service is assured. The layout of play areas provides easy access on the part of the children from their classrooms and to sanitary facilities.
3. Teachers follow a planned, seasonal program which parallels the growth cycles of the children.
4. The program provides a balanced variety of games, rhythms, and skills.
5. The noon hour affords a variety of organized games on areas clearly marked for the purpose.
6. The program is directed toward the development of qualities of social adjustment, self-discipline, courage, sportsmanship, and leadership.
7. A spirit of wholesome fun permeates all groups.
8. Intelligent supervision on the part of teachers indicates their whole-hearted participation in the program.

Evidences of a weak program in physical education are as follows:

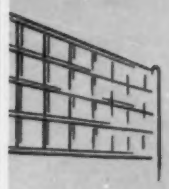
1. Play areas overlap and traffic lines intercept, providing hazards to children and promoting confusion.
2. Play equipment is unwisely located, resulting in safety hazards and conflict among play groups.
3. Play areas are unmarked, leading to unnecessary disputes among children.
4. Play equipment is poorly cared for and improperly housed."

Ours is a responsibility not to be taken lightly as we look to this task of administering an adequate physical education program in the elementary school. We must believe that the ball can do something for Johnny as well as he something with it. Let's see to it that our children no longer miss out on the values which physical education can contribute to their over-all growth and development in these formative years.

---

1. Reeder, Ward G. *The Fundamentals of Public School Administration.* New York: The Macmillan Company. 1941. 798 p.
2. Lane, Robert Hill. *The Principal in the Modern Elementary School.* Chicago: Houghton Mifflin Company. 1944. 279 p.

What We Like in



Most of us think physical education is fun—whether we're 6 or 12 years old, whether we're boys or girls. We have some definite ideas, though, about the kind of things we like to do and how we do them. We'd like to tell you what we think.

When we're out-of-doors or in the gym, most of us like—

. . . to do things that are exciting and fast: relays, end ball, running games.

. . . activities where we all get to play a lot of the time; we don't like to have to stand around without getting to do anything. We like alley soccer because everybody gets to take part at the same time, and in basketball everyone gets a turn to throw the ball.

. . . things that let us show our skill: shooting baskets lets us aim; tumbling shows how we can use our bodies.

. . . things that help us develop our muscles: line soccer helps your leg muscles; monkey bars make your body strong.

. . . to do things to music. When we're older, we think rhythms are kind of dull.

. . . to play games with balls: basketball, football, soccer, kickball, softball, circle ball, dodge ball. These are our favorites.

When we're out-of-doors or in the gym, many of us don't like—

. . . rough games. We girls, especially, are a little afraid of football, soccer, kickball, and sock'em because you can get hurt. Some of us also get dizzy on the merry-go-round and monkey bars and fall off the seesaw.

. . . things we can't do very well. It's no fun to play games you can't do.

. . . girls' stuff (rhythms) if we're boys, things that are boys' stuff (football) if we're girls. The older we are, the more important this is.

We'd like to have more help with—

. . . all sorts of ball games. These are things we'll want to be able to do well when we grow up. We boys, especially, want help with baseball and basketball and football so maybe we can play on the teams in high school.

. . . dancing for those of us who are 10, 11, and 12, especially us girls.

. . . rules of games—we like to be able to play things right and fair.

Most of us like to have boys and girls play things together—

. . . we can get more friendly and have partners when we dance.

. . . people need more teamwork and can make more friends that way.

. . . we all want to learn the same thing at the same time.

. . . since boys are better players than girls, we girls think it puts more excitement into the game.

. . . some of us boys don't think it would be nice not to let the girls play.

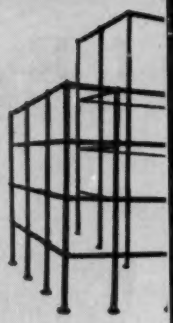
But some of us think we should play separately, especially when we are older—

. . . then we don't make as much fuss.

. . . we boys like to play rougher than girls. They're always getting hurt!

. . . boys are better at doing some things and girls are better at other things.

Physical Education

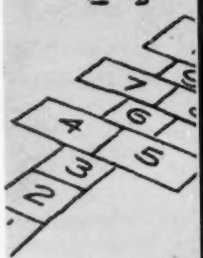


Almost all of us like to help plan what we do—
... everything seems like more fun if we can help plan it.
... sometimes the teacher doesn't know what we would like to play.
... then when we get older we can plan the things that are important.
... we like to know if some of our ideas are acceptable.
... we feel we've helped and it makes us more interested in the games.

A few of us, though, think that—
... it takes too much of our time to plan because we all talk at once.
... it's more fun not to know what you are going to play.
... we don't know enough to plan.

Most of us like our classroom teacher to play with us—
... she helps us to play fair; she's a good referee. She helps us learn how to follow the rules—we don't like to cheat.
... someone older can teach us better.

We like the idea of having a special physical education teacher help us—
... we can learn more from her: she knows what to do better than the regular teachers.
... she is there special and can concentrate on good games, dances, etc.

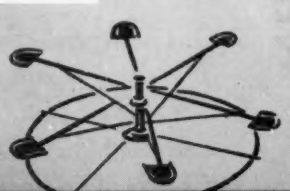


Some of us, though, think a special physical education teacher isn't a good idea—
... our regular teacher knows us better and what we like.
... it would probably mean we would have too many kids playing at one time.

The equipment which we especially like at school is—
... balls of all kinds
... swings, slides, merry-go-rounds, seesaws, monkey bars (especially those of us who are in the first and second grades)
... climbing poles, ropes, and mats.

Most of us don't have some kinds of equipment at school we would like to have—
... a swimming pool, trampoline, archery equipment, and skating rink
... a field for football and baseball and a grass or dirt surface playground instead of hard stuff
... a gym. Some of us don't have one and want one very much.

The material in this article was collected from several hundred elementary school children by the following principals: Lindsey Keeler, Pitts School, Denver, Colorado; Glenn R. Melvey, Jefferson Elementary School, Fargo, North Dakota; Ethel Nash, Lafayette School, Fredericksburg, Virginia; Dow Rhoton, Madison Elementary School, Phoenix, Arizona; and Christine Rockefeller, Robert T. Wilson School, Corpus Christi, Texas.



LEARNING . . .

Key to the Paradox of School Leadership

ALEXANDER FRAZIER

WE are hired as principals because we are the kind of people we are. We are liked and respected by children, are successful in dealing with adults, can keep things running and get things done.

Our task is defined for us in terms of organizing, managing, directing, providing for, supporting, counseling, and the like. These are the roles that relate to maintaining the school as an institution. Perhaps they are the basic roles that must be adequately filled before other roles can be assumed. So we are hired.

The Paradox

But—paradoxically—no sooner are we in office than:

- a supervisor drops in and tells us that the second-grade teacher needs help with her arithmetic (our help)
- the superintendent decides this year we'll all review our science program and come up with new ideas (and he means all of us)
- a sixth-grade teacher points out that some pupils have trouble when they get into seventh—not hers, of course—and that she can't say anything about it but Miss Elson needs help with language arts (whose help?)
- a first-grade teacher comes back from an ACEI meeting with a bulletin on individualized reading and a question: should we be working on this? (*we* includes *us*)
- the research committee of the state principals association asks us whether we would like to try to find out more about the social learning of children in the kindergarten—or would we prefer to look at the prospect of lifting the ceilings on primary arithmetic (letter is personally addressed)
- the president of the PTA calls to ask whether we think it would be all right if the money this year was spent on a native speaker of French who has consented to spend a day each week in the school (if we can work it out with the faculty).

The paradox: hired to keep school going, we find we're all at once expected to do something more—improve its program, or at least see to it that the program is improved.

The paradox: the qualities that got us hired all related to the ability to keep things in control, to run things, to take care of things on our own. And now we're expected to display qualities that relate to changing things.

The paradox: we are hired because we are seen as capable of maintaining the institution, and we find that maintaining means more than keeping school going. It means keeping the school growing.

But—that's what is involved in institutional leadership. That's the paradox. Keeping it going means keeping it growing.

The persons who hired us have confidence that if we possess the qualities to do the one, we can develop the qualities to do the other. Are they right?

In order to develop these qualities, we have to see ourselves in a new way—as assuming more than the roles of organizing, managing, directing, providing for, supporting, counseling, and so on. We have to see that if an institution is to be kept growing, its personnel must be kept learning. We have to see our role as that of becoming a learner in collaboration with teachers, central staff, parents, and children.

The paradox again: hired to be leaders, we find we have to become learners in order to fill all our leadership roles.

Our hirers think we can learn. And, of course, we can and do, if we can 1) think of ourselves as learners, 2) live as learners in the school, and 3) become increasingly effective learners.

Alexander Frazier is Director of the Center for School Experimentation, College of Education, Ohio State University, Columbus, Ohio.

Thinking of Ourselves as Learners

We learn best when we feel we can afford to. We must be free of defensiveness, free of the limiting effects of emotional self-protection.

Not: "I'm already a pretty good principal. Everybody doesn't need to know everything."

But: "This is the best I can do now. I don't know much about it at this point—but I can admit my ignorance. This is something I would have to learn."

We learn best when we feel we are able to. We must conceive of a given learning as possible.

Not: "Phonics? Me? Are you crazy?

But: "I can learn something about anything—probably. No doubt some things are easier for me but still I can learn."

We learn best when we decide we really want to. We must come to the point of desiring a given learning for its own sake. We see it as something that will really make a difference to us.

Not: "Well, if everybody says so, I suppose I'll have to try it. I can think of better ways to spend my time."

But: "This is something I need to know if I'm to get any satisfaction out of my work. This would be something to build on."

We learn best when we plan to. We must do more than intend to learn; we need also to make plans for study and reflection and try-outs.

Not: "Well, maybe I'll see if I can get a course in that the next time I feel I can afford to go to summer school."

But: "We'll keep daily records for awhile and find out what this adds up to."

We learn best when we "stick to." We have to keep at something if it's to pay off for us.

Not: "Well, I'd like to stay with it—but I have to get my reports in. Meeting once a month is enough."

But: "Let's schedule our meetings ahead so we know we're going to have time to work on this."

Some psychologists claim our behavior is a function of our perception. Another way of saying this is that how we see things determines how we act. If we see ourselves as able to admit it when we need to learn and also can see ourselves as able to learn (even phonics if need be!) and if we see ourselves as really strengthened by a given learning, then we can learn. We will learn then—if we plan to and "stick to."

First, we work on our perception of ourselves as learners: our self-esteem, our idea of our capacity, our sense of what's worth doing. And then we work on planning to learn.

Living as Collaborative Learners

Learning collaboratively involves putting ourselves in touch with others in the school setting to study common concerns, work out better ways or conditions of teaching, and try these out.

What shall we learn? The school is so full of places where new learning is needed. It's a matter of making choices.

Sometimes the choices are made for us. There's a crisis in the kindergarten. This year, with a new teacher, the five-year-olds and their mothers are in trouble. By December, there are still too many of the latter hanging around most of the morning (should have heard this group from 8:00 to 8:30 during September!) How can we learn more about social weaning? Or, new science kits are needed for grades three and four. What do we do with these? Help! Or, a directive comes from somewhere: What are you doing for the gifted children?

Sometimes it's a matter of an individual's sense of need. For instance, the sixth-grade teacher who sees that the school's reputation is at stake: (Oh, those seventh-grade teachers at Riley!)—we need to work on language arts. Or, the first-grade teacher with news about individualized reading. Or, a teacher who feels she just can't get the unit study under way and wants help on what's gone wrong. (Is it what they're studying, how it's organized, the children, or what?)

Sometimes it's several teachers—and maybe some parents. Could we try a little French in the fourth grade? Mrs. Dubois will come Thursdays. Or, why do the children have such a hard time in the third grade? Are we doing too much? (Or are the first and second grades doing too little?) Or, what's happened to problem-solving? The test results this year—we don't like the picture.

Sometimes it's everybody, including the children now and then. Why don't we have a science fair? Can't we do a better job of organizing our book collections and making use of the branch library? Why don't we do more with creative arts?

And sometimes it's out of the air. Are children sometimes limited by graded learning? Are any

kinds of grouping besides heterogeneous ever defensible? Is school for boys, too?

There are so many things we need to learn. It's a matter of making choices.

With whom shall we learn? We can learn with individual teachers, with small groups, with the total group—and with parents and children in these situations as appropriate.

We can work with an individual teacher: in planning ways to check out how well children in the fifth grade understand the concepts involved in a unit on pioneer life; in finding better ways of helping a group accept new classmates; in planning a series of spring walking trips for a second grade studying how things grow.

We can work with small groups: in assessing whether readiness tests tell us what we would not know; in defining and trying out more far-ranging unit themes for the early grades than we thought desirable before (is television making a difference?); in testing out the teaching of simple statistical principles in fifth and sixth grades.

We can work with the total staff: in checking out what areas should be covered in health education and what it all adds up to; in working with parents on what they most value as learning for their children, and how much they want to know of what we know; in reviewing and modifying the testing program.

There are choices to be made here, too: of what is most urgent—or may make the most difference. But we need to learn at many levels and in many combinations of learners.

When shall we learn? The use of our time as learners needs planning, too. Some general guides may include:

- Learning receives more time when it is carried on in the classroom every day. Teaching can be seen as learning, as experimenting. Going into the classroom as an observer and participant insures that you and the teacher do learn together.
- Meetings can be brief and still be effective. Twenty minutes once or twice a week can add up if the time is purposefully planned for and supplemented by conferences in the classroom.
- In a small school, daily contacts in varied situations (office, classroom, halls, lunchroom) may make formal planning periods less necessary.

In general, the time has to be planned for. Regular meetings are needed. But the first thing is that the principal who is to learn collaboratively must spend a major portion of his time with teachers where they are—in the classroom.

Living as collaborative learners involves planning to learn. It means deciding with others what is to be learned, choosing among purposes. It means working with others in many different combinations of learners. It means spending time with teachers in different situations but primarily where they mostly are, in their classrooms.

And, of course, it means asking together: Are we moving ahead in desirable directions?

Increasing Our Effectiveness

As institutional leaders charged with maintaining and improving our schools, we need to think through the many opportunities we can make use of to increase our effectiveness.

Our own programs: We can plan personal programs of professional improvement through attending the meetings of and being active in other professional associations besides our own immediate one; subscribing to the basic journals besides our own; purchasing the best of the new pamphlets and books that appear each year; attending graduate courses in curriculum, supervision, and methods as well as administration.

Use of resources: We can make full use of existing local resources by involving system and county supervisors as consultants in school studies and as personal advisers; calling on experts in community agencies—workers in health, guidance, social, and other fields; involving parents as special resources where appropriate; seeking help from college personnel.

Self-study: We can, most of all, critically assess our own experience in collaborative learning and plan ahead reflectively for clarifying and keeping in mind what is most worth studying; for deciding where help and leadership most are needed; and for planning a long-range program of mutual self-improvement in the school.

Sticking to or persisting in learning to lead in the collaborative learning that is the base of curriculum improvement should provide for extensions of one's own resources. But self-study and reflection remain the chief source of self-direction toward professional, as well as personal, improvement.

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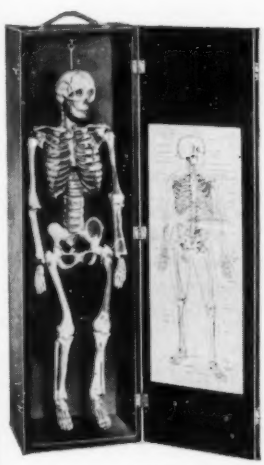

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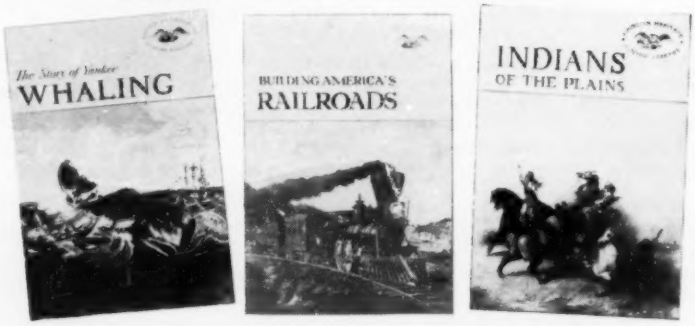

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A National Look at Elementary School Administration

STUART E. DEAN

THE May 1959 issue of THE NATIONAL ELEMENTARY PRINCIPAL included an announcement of a national survey of public elementary school organization and administration initiated by the U. S. Office of Education. This research has now been published in an Office bulletin under the title of *Elementary School Administration and Organization.* It is available upon request either to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C., or to Publications Inquiry Unit, U. S. Office of Education, Washington 25, D. C.

In essence, this study was conducted for the purpose of summarizing current practices, policies, and trends in elementary schools in urban places of more than 2,500 in population throughout the country. Through a sampling plan designed to assure a 5 percent level of confidence in the findings and as a result of a 100 percent response, it has been possible to compile reliable and authentic data on administrative practices in the elementary schools of the United States.

Included in the topics covered by this survey are: programs of early elementary education; organization by grade and division levels; length of school day and school year; daily schedules, single and double session plans; instructional time allocation; pupil promotion; reporting pupil progress; grouping policies and trends; instructional program assistance; intensity of the classroom teacher's day; use of teacher aides; use of substandard teachers; autonomy of the individual elementary school; school and community relationships; and problems for principals. Results summarize the range and spread of national practices, as well as offering regional and population group analyses.

The investigation has had two major purposes: assistance to local communities in the solution of administrative problems of their elementary schools; and aid to pre-service and in-service programs for the preparation of elementary school principals.

While all questions relate to the work of the elementary school principal, three items of particular interest to principals have been selected for this discussion.

Administrative Autonomy of the Individual School

Writers in the field of elementary school administration, in recent years, have been suggesting an administrative theory which holds that the individual school should be granted a wider latitude of policy determination and action. In brief, this principle stems from a belief that if a school is to be in a position of truly reflecting local needs and conditions, it must be able to react sensitively and directly to those expressions. Because of the uniqueness of each community, the school must be responsive to these differences. In the same sense that the basic, underlying theory of the operation and control of the American schools resides at the local level, so should this logic be applied to each school.

In light of this proposal, what is actually happening with respect to the decentralization of ad-

Stuart E. Dean is Specialist in Elementary School Organization and Administration, U. S. Office of Education, Washington, D. C.

ministrative direction and policy determination from central office control to individual school responsibility? The survey included a question which asked the respondents, largely superintendents of schools, to indicate against a prepared checklist the administrative activities for which responsibility was being transferred from central direction to individual schools. This list included: assignment of pupils to classes, budget preparation, building maintenance, community relations, curriculum improvement, evaluation of staff, improvement of instruction, lunch programs, pupil promotional policies, pupil transportation, reporting to parents, selection of educational materials, and selection of staff.

The results reveal that fewer than one half the communities of the United States are in the process of transferring any single administrative responsibility. The greatest amount of transfer is in the field of assignment of pupils to classes—41.8 percent of the communities so reporting. The second greatest amount of transfer—in 41.5 percent of the communities—is in improvement of instruction. The administrative activity for which the third greatest amount of transfer is taking place—41.4 percent of the communities—is in selection of educational materials.

In effect, this survey indicates that there is still no major swing toward transferring administrative responsibility from the central office to individual schools in the United States. However, since such changes are always relative and since this is the first time such evidence has been solicited, it is not possible to assess the underlying significance at the present time. Another inquiry is planned for the future, making it possible to determine the rate and degree of change in these administrative responsibilities.

The Principal and School-Community Relationships

The participating superintendents of schools were asked to indicate their judgment of the effectiveness of their elementary school principals in school-community relationships. Opinions were recorded on a three-point scale: "superior," "satisfactory," "need assistance." Nationally, in the judgment of their superintendents, 30.3 percent of elementary school principals rate "superior;" 57.2 percent rate "satisfactory;" 7.1 percent are rated as "needing assistance;" with 5.4 percent not answering this question. In an analysis on the basis of size of city, 50 percent of elementary school principals in the largest cities are classified "superior" with the West showing the highest regional incidence of superior rating—34.9 percent.

From this report it may be concluded that the vast majority (88.5 percent) of the elementary school principals of the United States are satisfactory, or better, in the important field of school and community relationships. Less than one twelfth are reported deficient in this regard. This suggests, possibly, that principals have accepted the challenge and have assumed this responsibility for community relations with a high degree of skill and success.

Problems for Principals

A third topic of interest pertains to administrative problems. The point of interest and inquiry here was to determine what aspects of the job continue to cause the greatest concern and to present the greatest amount of difficulty to elementary school principals.

Again, the technique of a prepared checklist of seventeen administrative duties was used. From this list the superintendent of schools was asked to indicate, on a first, second, and third choice basis, his judgment on the problems of greatest concern to his principals. In general, the list comprised instructional program responsibilities; pupil accounting procedures; special educational services; staff and community relationships; and management and operational functions.

In summarizing these returns, various analyses have been developed. The most comprehensive results are offered in a weighted composite of first, second, and third choices. In this combined sense, supervision of instruction is the number one problem, with a total weighted response of 5,619; provision for exceptional children, with 3,753, is second. Third is obtaining adequate physical facilities with 1,482. In fourth place is programs of special education with 1,474, while in fifth place is recruitment of teachers with a total weighted response of 1,082.

Undoubtedly, it comes as no surprise to be reminded that the responsibilities attendant upon the improvement of instruction lead a list of prob-

lems for principals. The literature is replete with references to the importance of this responsibility. Throughout the evolution of the principalship, this duty has always been top priority. However, this survey suggests that, despite all the emphasis and attention paid to this need in recent years, the problem persists and much still remains to be accomplished.

It is of significance, perhaps, to realize that four of the leading five problem areas for principals lie in the field of instruction. Conversely, it might be concluded that principals are more effective in operational and management phases of their administrative work, or that they are having the least amount of difficulty with these aspects. However, the message is clear that principals continue in need of improved skills and effectiveness in dealing with the instructional program of their schools. The teaching-learning process is, after all, the primary purpose and function of a school.

One other item is of possible interest to elementary school principals. Two open-ended questions were included in the survey form. One invited respondents to express their opinions on what constitutes "leadership;" and the other asked for judgments on the changing scope and nature of the responsibilities of elementary school principals. Contributions to the first request were received from 77.9 percent and from 56.4 percent to the second. These returns have been set aside for additional study and analysis and will become the subject for a future Office of Education report on the elementary school principal.

While it has been possible only to highlight briefly these salient findings in this presentation, those who are interested in a fuller presentation and more detailed analysis are referred to the full report. In substance, however, this current survey suggests three major findings of immediate interest to principals:

1) to a major extent policy determination remains a function and responsibility of the central office administration;

2) almost 90 percent of the elementary school principals of this country are doing effective work in school and community relations in the eyes of their superintendents;

3) the improvement of instruction persists as the problem of greatest need and difficulty for principals.

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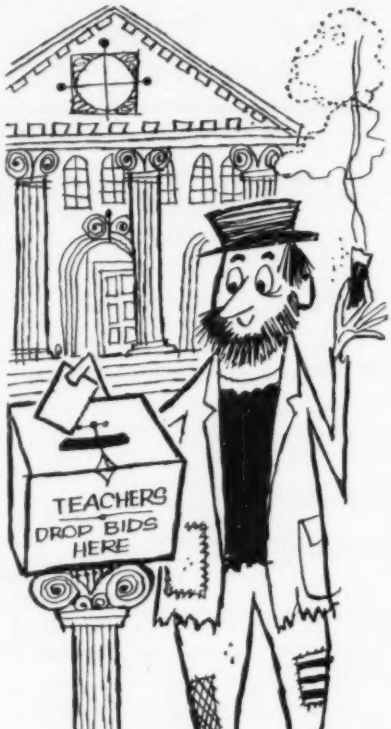

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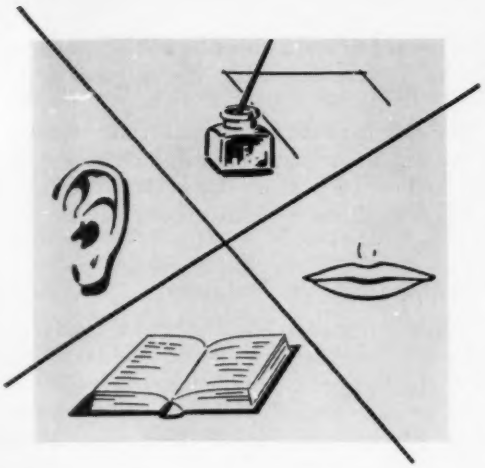

Improving Language Arts

IN THE ELEMENTARY SCHOOL

RUTH G. STRICKLAND

ANY person who fails to acquire the language habits that function in the major affairs of his country, the language habits of the people who are socially acceptable in most of our communities, is under a serious handicap. The schools, therefore, assume the task of helping every boy and girl, no matter what his social background or native speech, to learn to listen, speak, read, and write English that meets these common standards.

In order to improve our teaching of the language arts in the elementary school so all children may attain these standards, we must give attention to three elements basic to all of our teaching. We must look at the language arts as they function in our lives and in our society. We must look at our language—English—and see what is happening to it. And we must look at the children we teach and the way language functions in their growth and development.

Language in Our Society

This has been called the era of spoken language. Not since the invention of printing has oral language been so important in the lives of everyone. All of us listen to radio, television, and talking pictures. This is oral language for recreation and personal expansion. We carry on much of the interaction in our homes and neighborhoods, our vocations, our clubs and churches, our community, state, national, and international governments through discussions, conferences, or meetings in which the medium of communication is oral language. Success in many vocations is dependent upon the quality of oral language one uses. Oral language is, therefore, of immense importance in our schools. Our boys and girls must learn to listen and to speak effectively.

Reading and writing are of equal importance. From the beginning of the twentieth century, our civilization has become more and more a paper and ink civilization. Most people consume a mountain of print in the course of a lifetime. Even the people for whom reading serves fully when they can distinguish headlines, labels, price tags, and road signs do a considerable amount of reading. For those who use reading in order to satisfy intellectual, cultural, and economic aspirations, there are unlimited resources in printed material. And everyone has need for at least some writing. Those who can express their ideas with ease, clarity, and confidence find many needs and uses for writing.

Every child—regardless of his background or native intelligence—must be helped to develop these two language abilities to the highest possible level if he is to build a satisfactory life for himself and to make a contribution to the society in which he lives.

Ruth G. Strickland is Professor of Education, Indiana University, Bloomington, Indiana. This article is based on a speech she presented at the Department's 1959 Annual Meeting in Los Angeles, California.

A Dynamic Language

English is a dynamic, growing, changing language. It would be impossible for a language to be used daily by more than a quarter of a billion people scattered throughout Australia, Canada, South Africa, the British Isles, the United States, and unnumbered points in between and remain static and unchanged. The people who use English as their mother tongue are dynamic people who are moving forward scientifically, industrially, socially, and culturally. It would be impossible to keep unchanged the language in which all of this growth and expansion is expressed.

The schools must be certain that they teach a living language and do not waste children's time on elements of form and syntax that exist nowhere but in textbooks and classrooms.

Children and Their Language

And now we must look at the children whom we teach and the relationship of their language growth to other aspects of their development. We know that a child learns his culture as he learns his language. His attitude toward himself, toward others, toward life on the earth, toward man's relationships with man are all developed through experience which involves language. These attitudes are laid down during the preschool years but they have not crystallized and, fortunately in the case of some children, they can be modified.

A child has traveled a long way in language development before coming to school at age six. He has a vocabulary of words and meanings of approximately 24,000 words.[21] To be sure, he does not use all of these in his speech, but he can react to them with meaning. He knows a great deal of grammar. He can put sentences together in the patterns used by those about him, even though he does not know parts of speech and rules for agreement of subject and predicate. He can read signs and symbols of many sorts, though he may not yet read words from patterns of black marks on a page. He can compose and dictate ideas he wants to have written, even though he cannot yet do the controlled manual work of putting them on a paper. The language he uses is a product of his environment and experience. It does not tell us much about his intelligence but it tells us a great deal about the language of his home.

Our task is to take what each child brings us in the way of language and help him expand, refine, and enrich it under our guidance and learn to use it in all the ways that society demands.

Teaching Children To Listen

Problems related to listening appear more acute today than ever before. This may be because so many children grow up in homes where the television or radio pour forth sound almost continuously. The children seem to have acquired the habit of doing a fringe sort of listening as they give part of their attention to other matters. The three-and-a-half hours per day that they watch television[25] have not taught them the kind of listening required at most other points in life.

Helping children listen is a far more complex matter than merely exhorting them to "pay attention." Hearing is not the problem. The problem is learning to bring the appropriate mental processes to bear on what is heard.

We have relatively little research to guide us in this area though more is appearing and every book on the language arts gives space to problems of listening.[8, 17, 22] Some points seem clear. Most teachers spend more time talking than they realize[24] and consequently provide less opportunity for children to talk. Children gain more from listening to material that interests them.[15] And skill in listening can be developed.

Every child needs to do a variety of kinds of listening every day. While the teacher is working with other children, the child needs to tune out his voice or at least turn it low so he can give his major attention to his own work. But there must be enough *marginal* listening so he can tune up the volume in his consciousness when the teacher turns his attention to him again.

A music appreciation lesson or the oral reading of a story or poem calls for *appreciative* listening and the teacher tries to create the mood which will encourage listening for appreciation.

Attentive listening is needed when the teacher is giving directions or factual content the children should learn and remember.

Analytical listening is called for more and more frequently as children grow older and need to

weigh what they are hearing. We need to arm children against the docile acceptance of words and phrases—to help them look beneath the surface and search for motives as well as meanings. We want to develop a nation of thinkers who can see through political and advertising propaganda and recognize words loosely used to create false impressions. We need to develop thinkers, not parrots who absorb and repeat what they hear.

Readiness for listening is fully as important as readiness for reading or arithmetic. Teachers try to prepare children for the kind of listening that is needed and let them react to what they have heard. This reacting helps children clarify and reinforce what they have taken in and helps the teacher know how much the children have understood and how deep their thinking has gone.

The best results appear when teachers occasionally take time to talk with children about the listening they are doing, help them evaluate their growth in listening, and set forward-looking standards for themselves. With help, children can learn to do the kind of listening that involves the mental reaching out and reacting to another's thinking that results in a real meeting of minds.

Improving Children's Oral Language

Probably all of us would agree with the English headmaster who holds as his goals in language teaching helping children achieve 1) honesty and individuality of thought and 2) freedom to express clearly that thought to others.[4] Unquestionably, our first goal must be to help each child speak freely and comfortably. Until speech flows freely, it is impossible to know on what level a child operates and how to help him.

Good speech is clear speech and clarity has several facets. Some problems of articulation can be cared for by the classroom teacher; some may call for the diagnosis and remedial services of the speech therapist. Clear enunciation and conventional pronunciation are problems for the classroom teacher and are influenced by his example as well as by direct guidance.

There must be time for talking if children are to learn to talk well—time for sharing, planning, discussing, reporting, and evaluating in more structured situations. Children need to learn to discipline their talking and listening to make it fit the situation and purpose. Children of all ages can learn that there are suitable ways of responding in certain situations and still respond freely and in their own way. Teaching a child to be himself is fully as important as teaching him proper social behavior.

Correct usage is an important part of clarity in language. Some children speak with grammatical correctness because their parents' language is correct, but others need a great deal of help. On one point research evidence is quite clear. Children do not improve their usage by learning the names of the parts of speech and rules for agreement of subject and predicate. They learn by ear and through guided practice in using correct forms.

Children's language patterns today appear considerably more mature than before the days of modern mass media. Templin has found that eight-year-olds use all the speech patterns that adults use.[23] Six-year-olds correctely use compound sentences and complex sentences with a variety of types of subordination. They have learned patterns of syntax by ear, not through the study of structural grammar.

The evidence appears to be in on teaching grammar. Several studies show clearly that learning the parts of speech and rules for putting together sentences does not improve elementary children's usage in either speech or writing. Criticizing the grammar children bring from home only makes learning correct forms more difficult. The approach that seems to bear most fruit is the one originally suggested by Kaulfers,[14] encouraging children to build a wardrobe of language so they will be comfortable with both their home speech patterns and those of the school.

Teachers must keep abreast of what is happening to the language. A good many books have appeared recently that show English to be changing on both sides of the Atlantic.[9, 10] It is absurd for textbooks and workbooks to drill on forms that no longer matter in informal, standard English—and that is the level toward which we strive in the elementary school. Pooley offers guidance for elementary teachers to help them put first things first in their teaching.[18]

One further point which seems important concerns individual differences. The highest level a child can reach in usage is the level at which he uses correct English and does so automatically. To require a child who has learned correct speech

from the beginning because his parents speak correctly to practice selecting the right form in contrast to the incorrect one, or to dwell on the incorrect as well as the correct in oral work, is to leave him less well off as the result of the practice. Now he has to stop to think which form is right, whereas before he was perfect. The teacher who listens to children's talk to learn what each child needs and gives help to individuals or small groups will do far better than could possibly be done through mass teaching.

Oral language forms the working material and foundation for all the school does with writing and reading. Research indicates close interrelationships among the language arts.[3, 18] A school which minimizes oral language can expect to have problems with written language and reading.

Teaching Children To Read

Probably the best method for inducting children into reading is to put their own talk into symbol form on chalkboard or chart and in little booklets of their own making. An English educator says that no child, in his judgment, should be given a printed book until he has made at least one little booklet of his own—more in the case of slow-developing children. He appears convinced that such material has far greater value in teaching left-to-right eye progression and other beginning concepts than our so-called readiness books and workbooks.

A good many thoughtful people in our country are in hearty agreement with this. At any rate, none of us are satisfied with our teaching of beginning reading. The amusing current stories, the evidence of children's disappointment with the early stages of reading, and parents' sincere questioning should cause us all to wonder whether, in our efforts to simplify the beginning books, we have made the language patterns so unreal and deadly dull that some children do less well than they should. Children's talk has rhythm, flow, pattern, and meaning, while the material in the beginning books is artificially choppy and fragmentary. The fact that 80 percent of the cases in our reading clinics are boys cannot be due entirely to the fact that boys develop more slowly than girls. It is quite possible that boys tolerate less well the material and methods we use at this early stage.

While evidence of this point is not available from controlled research, years of observation would seem to indicate that few elementary school children read better than they talk. The child who still uses monosyllabic responses and short or incomplete sentences will not read orally with smoothness or clear interpretation. Growth in the use of oral language appears prerequisite to growth in reading.

The emphasis in recent years on individualized reading and self-selection of material is an important forward step. It makes it possible to keep rapid learners moving ahead as fast as they are able and gives slower children opportunity to move at the pace best for them without making them feel pushed or inadequate. Children's tastes in books differ, and all of us read better the things we are interested in and want to read. Clearly, a reader is a person who reads, not a person who *can* read. If we want to make readers of our children, we may need to do less with reading textbooks and more with books of all kinds which will interest children of all kinds.

It is a truism that the more one reads the better he reads. Anything that will enable and encourage children to read widely in good books is of real value. Teachers report greatly increased interest and a far greater volume of reading when children select their own material under teacher guidance and read at their own rate.[2]

This does not mean doing away with group work. There are many times when group work is sensible and economical. If a number of children need help with word attack skills or research techniques, it would be absurd to teach them individually when time and effort could be saved by grouping. But great gains result from more individual work than is found in many classrooms.

Helping children learn to read is important, but helping them learn *what* to read and what to read for is equally important. Opening up for children the vast wealth of literature is an important service that must not be neglected.

There is an enormous body of research on certain techniques for teaching word analysis in reading. One hesitates to mention phonics for fear of reopening that controversy. In this field, the evidence is clear. Phonics has a place and should be taught for the value it holds for reading and for spelling.

But the truth of a statement made by an official

in charge of all English primary schools seems self-evident. When asked, "Do you in England teach reading by means of phonics?" she answered: "How could we? English is not that kind of language." In visits to nearly forty schools in various parts of England, we found no teaching of phonics apart from the points in reading or spelling where it could be of immediate use in what the children were learning. We saw no separate courses nor books for the teaching of word analysis skills. Research in this country is in agreement with the English point of view.[5]

All children, but especially those of good ability, need to learn analytical reading, as well as analytical listening. They need to be taught to search beneath the surface of words, to look for bias, emotional overtones, and beauty of expression as well as the author's purpose and the attitudes he seeks to develop. Depth in reading is as important as breadth for all but the slowest.

Growing into Writing

There is relatively little research on children's writing other than that dealing with handwriting and spelling—tools of the writing process. Probably the greatest fault in our teaching of writing lies in emphasizing form and mechanics too soon and out of all proportion to content. This shows in the number of people who dislike writing and rarely write, and also in the poor quality of much writing that is produced.

Composing and dictating should comprise the child's first contact with writing. Children need experience in the thinking part of writing before they attempt to put their ideas on paper with their own hands. Observation and informal reports from teachers indicate that opportunities to compose and dictate make a substantial contribution to the quality of later writing.[12] When children see their own ideas assembled in written form, they begin to be aware of some of the structural elements of language and this results in improved sentence structure in dictated material. Capitals and periods fall into place under the teacher's hand and children see their relationship to voice and breathing signals which they use automatically in talking and listening.

While no formal research exists on this point, many teachers have found that with manuscript writing children can begin their school writing as real communication, not as isolated drill on letter forms. It appears as easy for a child to write a whole word or even several words he needs to communicate as it is for him to practice the same letter over and over again. After the concept of communication through writing has been established and children are interested, any needed practice on separate words or letters can be given.

Copying what has been dictated is a next step for many children. Some do this with ease, while others make hard work of keeping their place and become seriously fatigued. How well they do depends on their stage of eye-mind-hand coordination. To be required to turn out more than they can do with reasonable comfort results in deteriorating quality and less interest in any writing.

Some children reach the stage of independent writing quite early, others not for a long time. If the children are to write a letter, the teacher can help them plan a sequence of ideas as a simple outline for their writing. Those who can work independently do so, asking for help as they need it, while others continue with dictation and copying. This is a critical stage. Adjusting expectations to the child's stage of growth keeps him interested and leads to wholesome development of writing skill. Requirements that overtax energy and span of interest are always detrimental.

Authorities advocate that as the children advance, the teacher consider separately two types of writing: the practical writing children need to further their individual and group purposes, and the personal writing for their own enjoyment. The teaching is done in the practical writing, while the personal writing is the child's own and is satisfactory when it satisfies him.[1, 6, 22]

In second grade, some children begin to enjoy writing their own imaginative stories. Others start later, but it is a rare child who does not do some story writing. Authorities point out that criticism and correction of such writing dries up the fountains of creativeness and interest. It flourishes most fruitfully with encouragement, teacher interest, and the opportunity to write what and as one wishes and to share it with others. Some children are eager to have all their stories read to the class; others may write a good deal before consenting to share any with the children, though they willingly show their products to a teacher who is sensitive to their feelings and needs.[1, 6, 17, 22]

Creative writing is best stimulated by enjoyment of literature which the teacher shares by reading or telling. Even young children can develop sensitivity to beauty of expression, clearly painted word pictures, action that sweeps the audience along, and clever portrayal of character.

In the middle grades, children should be taught the steps through which any sensible adult takes his writing: gathering his material and mulling it over; writing a rough draft and making necessary corrections; preparing a final draft that represents the best he can do. Children need help with the final polishing and herein lies the teacher's best teaching.[6, 17, 22]

Given guidance, most children are capable of refining their writing. By reading aloud, children recognize incomplete and awkward sentences and learn punctuation. Gradually, they learn to use self-help resources—dictionaries, a handbook of style and form—but not until they are mature enough to keep in mind the content and plan of their writing so it is not lost or its style undermined by interruption or correction. We want children to learn to compose, to think clearly, to organize their thoughts, to state them in clear lucid prose, to express their ideas precisely, and still to use language creatively in a manner characteristically their own.

Spelling is a writing skill and serves as a means to that end. Probably no skill, unless it is arithmetic, has been so thoroughly researched. Certain points stand out. The number of words children should be expected to master is far less than was thought necessary a generation or two ago. If elementary school children can master 2,000 to 2,500 basic words and learn how to build other words from them and use a dictionary efficiently, they will be able to meet all their spelling needs. The first and most important goal in teaching spelling is to help each child develop an effective method of learning spelling—and children differ as much in the way they can learn and remember spelling as we adults do.[11, 22]

Children learn a good deal of spelling by writing, especially if the teacher will write on paper the word a child asks for. Later he can copy the word into his spelling notebook if it is a word he should master. He will write the word as a whole, a point which at least one English researcher considers of greater value than a phonetic or letter or syllable approach.[20]

Evaluation of Language Arts Growth

Standardized tests of reading and spelling are available in quantity and serve to measure progress as well as to furnish some aid for diagnosis of disabilities. But oral and written language cannot be standardized nor measured by tests. There are no norms for measurement and never may be.

Language growth is intertwined with the growth of the total personality. It is highly dependent on environmental factors. Milner found in a study of first-grade children that those who did well with reading and language came from homes in which parents carried on two-way conversation with children at meals and were genuinely interested in the children's interests.[16] Yokley found the same for older children.[26] Those who did poorly with language and reading came from homes in which there was little verbal interaction between the child and an adult important to him.

Clearly, evaluation must be on an individual basis and take into account the child's starting point and the growth he has achieved. Length of response and complexity of sentence patterns are indicative of level of maturity—the number of words used and the number of dependent clauses. No single piece of writing could be considered a satisfactory measure of individual ability, any more than a single verbal response.

One thing is certain as one studies the language arts. The standards a teacher sets and requires a child to attain are of relatively minor consequence. The standards he helps a child set for himself are of infinite importance. Those are the standards he carries with him when he leaves school, the standards that will shape his life. The aggregate of the standards that all our teachers can help all our elementary school children set for themselves could make a tremendous difference to the whole of our society.

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Why don't school buses talk?
School buses talk!
To whom?

To the substitute driver
who doesn't know that Linda
always sits next to Sally?
To the teacher
who doesn't know that there are
cracks in the siding of Billy's house
and a missing upstairs window?
Or to the principal especially
who doesn't know how to measure buses
than by a typed timetable
and uncomplaining phone?

There they are.
Twelve buses!
All yellow!
All in a line!

Watch them swallow 700 children
K to 6.
Watch the regular lines
leave the exit.
Watch them split
and become ragged.

"Hello, Mr. S."
"Sit by me, Mr. S."
"You'd better watch out, Louis,
"Mr. S. is here."

The voices beat
against the painted metal.
Gears grind, arms wave,
and children crowd
three to a seat.
An empty lunch box
rattles to the floor.
At the railroad it says,
"STOP! LOOK! LISTEN!"

That's Lou Bernaski's unpainted house;
two dismantled cars outside.
Gloria's porch is wide and sweeping,
but it's the housekeeper
waiting at the door.
Mrs. L. is still in pincurls
and housecoat at 4:00 P.M.
Can Joe's father be out of work,
at home and unshaven now?

Most children leave
with arithmetic books.
In second place
come spellers.
But where are
the library books?
Something needs doing here!

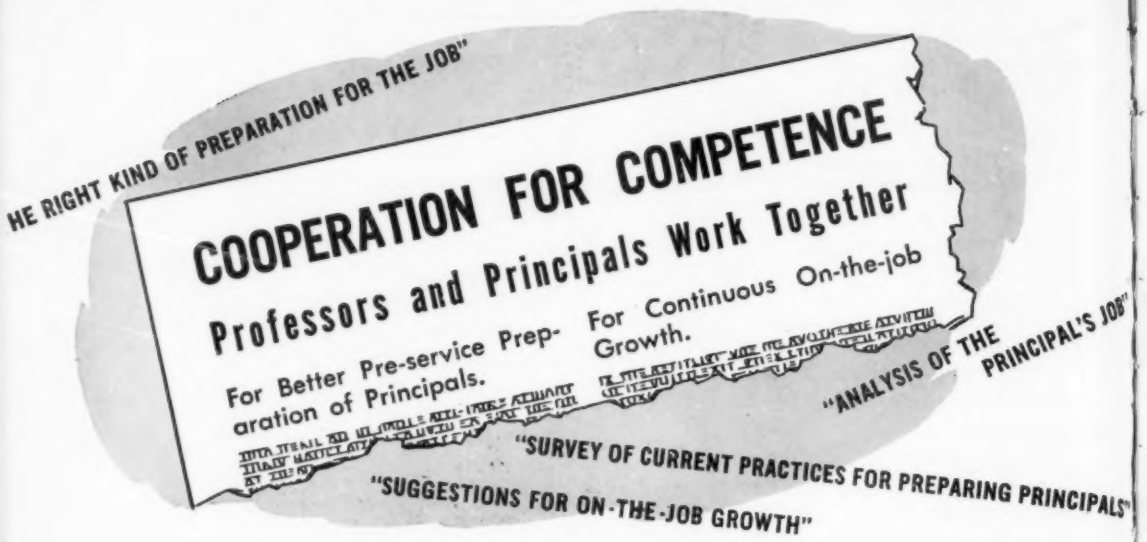
Little girls play tic-tac-toe.
Could we teach more learning games?
Susie shouldn't continue to play
near the main road
when the bus moves on.
I wonder if her mother knows?

There are three housing starts
along the way.
Another past the turn-around
which is too tight!
There's Richard of the rounded shoulders
with no detours between
bus and field for him.

That kindergartener's sleepy.
Poor rest program today?
What's the relationship between
mothers meeting buses
and success in school?
Poor language progress and
the home on a lonely lane?
Facility with number work and
planting rows of seed?

Buses don't really talk,
but we can try to listen.

RICHARD P. SAWYER, *Principal*
Goshen Central School, Goshen, New York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NEW NATIONAL COMMITTEE FORMED

During the past several years, the Department of Elementary School Principals, NEA, has been actively concerned with improving preparation for the principalship. A committee was organized to coordinate the DESP's efforts in this area and a series of regional conferences was held. The results of these activities have been evident in the programs of many state associations and in certain colleges and universities which prepare principals.

Now the Department is undertaking another phase of this project. A new committee has just recently been established, the Committee on College and University Relationships, whose primary function is to stimulate action programs in colleges and universities.

The members of this committe are:

Chairman: Robert W. Langerak, Principal, David W. Smouse School, Des Moines, Iowa

Madison Brewer, Chairman, Department of Elementary Education, University of Nebraska

Olive A. Lowry, Principal, Madison School, Spokane, Washington

Helen E. Miles, Principal, Slavans School, Denver, Colorado

Hazel J. Scudder, Superintendent-Principal, Fort Benning Children's Schools, Georgia

Lawrence Todhunter, Assistant Superintendent, Fresno, California

Secretary: O. W. Kopp, Director, Elementary Education, Orchard Park, New York

Consultant: Stuart E. Dean, Specialist, Elementary School Administration, U. S. Office of Education

This Committee held their first meeting in November at DESP headquarters. Highlights of the discussion are reported here.

Accreditation: The American Association of School Administrators, NEA, has a project under way for the accreditation of institutions training school superintendents. In discussing this program with the AASA executive secretary, it was agreed that there should be a united approach to the accreditation of institutions training *all* types of educational leaders.

Tentative plans were made for a meeting of representatives from the DESP, AASA, and other appropriate NEA units to discuss major issues in the advancement of school administration and the possibility of joint accreditation action.

Proposed publication: Plans were discussed for a publication geared to professors preparing personnel for the elementary school principalship. Work has already begun on this project.

St Louis meeting: During the Department's Annual Meeting in St. Louis last month, two special programs were held on preparation for the principalship.

One featured a presentation by Hollis Moore, Executive Secretary of the AASA's Committee for the Advancement of School Administration. He discussed "Basic Considerations in the Preparation of Elementary School Principals." Following his talk, three educators discussed the points he brought out. These people were:

Olive A. Lowry, Principal, Madison School, Spokane, Washington, and member of the DESP Executive Committee

O. W. Kopp, Director of Elementary Education, Public Schools, Orchard Park, New York

Lawrence E. Toddhunter, Assistant Superintendent of Schools, Fresno, California.

The other meeting was devoted to a report on the Development of Criteria of Success in School Administration Project. Speakers were Norman Frederiksen and John Hemphill of the Educational Testing Service and Daniel Griffiths, Teachers College, Columbia University. A panel composed of three elementary school principals and a professor of education discussed the remarks that had been made by the three speakers in connection with the nationwide DCSSA project.

The members of the panel were:

Harold C. Alquist, Principal, Hastings Elementary Public Schools, Hastings-on-Hudson, New York

Vivian I. Cord, Principal, Pimlico Elementary School, Baltimore, Maryland

Marion Cranmore, Principal, Burns Park School, Ann Arbor, Michigan

Harold J. McNally, Professor of Education, Teachers College, Columbia University, New York, New York and Consultant to the national Department.

A STATUS STUDY OF THE KANSAS ELEMENTARY PRINCIPAL

Charles O. Stones

The purpose of this study was to determine the status of the Kansas elementary principal for the school year 1958-59, to determine what the status of the Kansas elementary school principal should be, and to compare the characteristics between the two.

The study was limited to those public elementary school principals who spend the entire day in the elementary school. After the necessary omissions were made, present status information concerning 901 Kansas elementary school principals was used.

The areas of information concerning each principal were as follows: salary; degrees held; last year of college attendance; total number of graduate hours; number of years in present position; total number of years of school experience; membership in professional organizations; time spent in supervision, administration, and teaching; number of students in the school; and number of teachers in the school.

The recommended status of the Kansas elementary school principal was determined by information from an 86 percent return on 100 questionnaires distributed equally over the state among principals in different classes of schools. The same questionnaire was distributed to fourteen college personnel who were or had been closely associated with the public schools or school administration. This data was used to validate the information taken from the principals' questionnaires.

Education

Evidence provided by the study indicated that an elementary school principal should have a master's degree. However, it was found that 26.5

Charles O. Stones is an elementary school principal in the St. John Public Schools, St. John, Kansas. This article is an abstract of a master's thesis he prepared at Fort Hays State College, Kansas.

percent of the Kansas principals lacked this qualification. It is possible, with selected courses, for the principal to become certified by presenting a bachelor's degree with an elementary education major. Approximately one quarter of the principals in Kansas have such a degree, while 72 percent have a master's degree and .4 percent have an Ed.D. or equivalent.

In the opinion of the educators canvassed, the minimum long-range educational goal should be a master's degree plus 30 semester hours. Only 4.3 percent of the principals have now attained that goal. However, about 40 percent of the Kansas elementary school principals were enrolled in institutions of higher learning in 1958. From this it may be assumed that many principals are interested in self-improvement and in attaining a higher educational level.

Preparation

Elementary school administration should be the area of college preparation for the elementary school principal according to 84 percent of the questionnaire results. In addition, 63 percent suggested that a minimum of five years teaching experience (instead of the presently required two years) be acquired at the elementary school level.

The prospective elementary school principal who holds an administrative provisional certificate may now become an elementary principal by having only secondary school training and two years teaching experience in a secondary school. The state requirements are not high enough for the elementary school principal nor in every instance do they demand preparation at the proper level.

Size of School

The median recommended enrollment for an ideal elementary school was 350. Considering the Kansas schools with four or more teachers, 31 percent have an enrollment of 150 pupils or less. This percentage was figured on only the schools used in this study as there are more than twelve hundred one-teacher schools and many with two to four teachers in the state.

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The respondents indicated that schools employing 12 or more teachers should establish a full-time principalship if maximum school improvement is desired. It was also suggested that no school in Kansas employing four teachers allow less than 30 percent of the school day for administrative and supervisory duties by the principal. At least 56 percent of the Kansas elementary school principals do not have enough school time to devote to the necessary supervisory and administrative duties of their schools.

Salary

Without knowing the exact education and experience of the Kansas elementary school teacher, it was impossible to make a comparison between the salary of the teacher and principal with like qualifications.

A comparison was made, however, between the median Kansas elementary teachers' salary and the median Kansas elementary principals' salary. It was discovered that the principal received 133 percent of the teacher's salary. (Sixty-one percent of the teachers, as compared with 97 percent of the principals, have a bachelor's degree or more.) It was recommended by the respondents in this study that the elementary school principal should receive 130 percent of the teacher's salary when they have comparable education and experience.

Professional Memberships

The canvassed educators agreed almost unanimously that the elementary school principal should belong to the local, state, and national teachers' and principals' professional organizations.

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Information in this study revealed that a little better than three fourths of the elementary school principals in Kansas belong to fewer than six professional organizations. Furthermore, only 48 percent were members of the Kansas Association of Elementary School Principals and only 38 percent were members of the Department of Elementary School Principals, NEA. If maximum growth is desired, principals must take a more active part in their professional organizations.

PROBLEM SOLVING IN THE TRAINING OF ELEMENTARY SCHOOL PRINCIPALS

Livingston Cross

Critics of graduate courses in school administration have insisted that many of these offerings lack practical value because there is too little alignment of theory with practice. Some elementary school principals have shared this opinion after anlyzing their program of preparation for this important field of educational endeavor. They have declared that their effectiveness as instructional leaders would have been enhanced by having taken elementary administration classes that gave them an opportunity to apply the

Livingston Cross is Associate Professor of Education, Glassboro State College, Glassboro, New Jersey.

theory they learned in a school situation under proper guidance.

At Glassboro State College, several approaches are under consideration to insure the blending of theory and practice in the conduct of graduate level courses in school administration. One of these has been tried with reasonable success in the Elementary School Principal course. It is an attempt to train future elementary administrators in the identification and solution of significant problems within their own particular schools. Thus, the law of local variables is not forgotten in the building of key generalizations about the smooth operation of public schools. Furthermore, the neophyte is given the opportunity to serve his school district in a leadership role while undergoing the discipline of graduate study.

Each student is helped to identify a problem and work both individually and cooperatively toward its solution. He is required to consult his immediate superior within the school system in an effort to guarantee that his work will result in benefit to the school district rather than merely fulfill a course requirement in relative isolation. During the semester, conferences with the instructor are scheduled to preclude frustration or procrastination on the part of the student.

Results have been far different from those obtained in the usual research or "term" paper. Definite progress has been made toward the identification and solution of problems like these:

- The Development of a How To Study Program
- Orientation Program for New Teachers
- Ability Grouping in Grades Seven and Eight
- The Collection, Use, and Need for a Proper Audio-Visual Aids Program in an Elementary School
- How To Establish a Homework Policy
- The Principal's Role in the Training of Bus Drivers
- An Elementary School Library as a Service Center
- Building Morale in an Elementary School

In each case, the student has shared his findings with his classmates and received helpful suggestions for future action in the specific area studied.

Student reaction to this procedure has been most favorable. Excerpts from their evaluation of the value of working on existing school problems are indicative of their beliefs that general principles of school administration are clarified when applied in a meaningful situation. For example, in speaking of the value of her study (Orientation of New Teachers), one class member stated:

> An outgrowth . . . was a handbook, purpose of which was to acquaint the new teacher with the . . . school. It is in the form of separate pages within a folder designed to contain recent office bulletins, and items of importance concerning the school. In addition to much personal gain having been realized from this problem solving technique, the members of the school staff consider it an asset to the school program . . .

Another student reiterated the class consensus that the problem approach is an excellent method of teaching school administration. She thought that sharing of problems broadened the field of study and built a feeling of understanding in the group that standard procedures could not accomplish.

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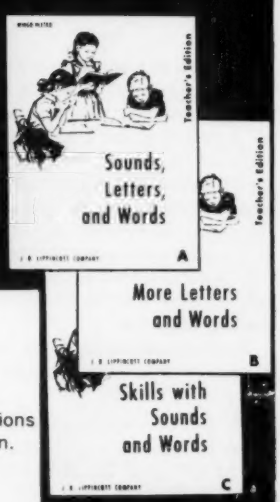

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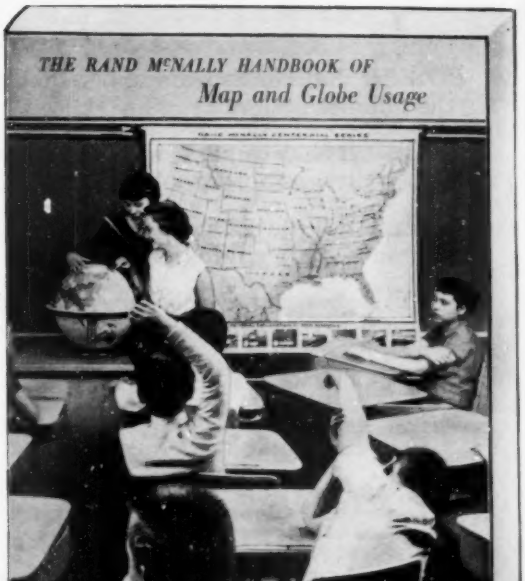

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THE NDEA and ELEMENTARY SCIENCE EQUIPMENT

MATTHEW J. BRENNAN

IN a review of the pre-NDEA April 1958 issue of THE NATIONAL ELEMENTARY PRINCIPAL, featuring "Science for Children," it is interesting to note that all five contributing authors mentioned the importance of laboratory experiences in the elementary classroom and the importance of equipment to make these experiences possible. It is evident from a review of their articles that the writers shared a concern about lack of such equipment for elementary school science programs.

Title III of the National Defense Education Act of 1958, Financial Assistance for Strengthening Science, Mathematics, and Modern Foreign Language Instruction, offers an unprecedented opportunity for the schools of the nation to make this equipment available in their classrooms. Under NDEA in most states, federal funds will pay one-half[1] the purchase cost of laboratory and other space for use of equipment purchased; provided such purchases or remodeling are accomplished under a project approved by your state educational agency.

Now, for half price, you can equip your elementary classrooms with the materials which your teachers need to do an adequate job of instruction in "learn by direct experience" science. You can add a formica-topped science table with a sink and outlets for electricity (or gas in the upper grades); you can provide your classrooms with reference books in science which children may use to find answers to their questions.

What Equipment and Supplies?

In making your selection of equipment and supplies to be purchased, the following suggestions may be helpful.

1. It is important that you check with your state educational agency to determine the actual percentage for your school, since some states use a variable reimbursement plan for distribution of federal funds to support approved projects.

Matthew J. Brennan prepared one of the articles which appeared in the April 1958 issue of THE NATIONAL ELEMENTARY PRINCIPAL. In it, he emphasized the need for providing adequate equipment for the elementary school science program.

In this follow-up article, Dr. Brennan describes how the NDEA can be used to acquire science materials and equipment.

Dr. Brennan is Specialist for Elementary Science, Science, Mathematics, and Foreign Language Section, United States Office of Education.

Is it needed? An item of equipment should be purchased to fulfill a definite need. Priority should be given to those items which the teacher has wanted and has been unable to obtain for one reason or another. The value of bringing in a whole box of equipment which the teacher does not need or, more important, does not know how to use, is questionable. A few items he feels competent to use would be better, at least as a starter.

Could the teacher or the children make their own? Obviously, there are many items of equipment which can be procured only through purchase. Others can be made, but require an unwarranted amount of time which could be better spent on other activities. Some will be of much greater value if homemade. Hooking up a homemade socket and switch in an electric circuit or sending a message over a homemade telegraph set can give a child the rewards of achievement which cannot be duplicated with purchased materials. Also, their value in the development of manipulative skills should not be overlooked.

Are some items of equipment more valuable in terms of the uses to which they may be put? In view of limited budgets, priority should be assigned to equipment which can serve several purposes in the classroom. For instance, battery jars which can be used for experiments on

air, water, electricity, magnetism, crystals, and sedimentation as well as for aquariums or terrariums would be more useful than a single purpose item such as an electric bell.

Are the materials suited to the maturity level of the grade for which they are ordered? The development of an understanding of the metric system of measurement is becoming increasingly important. It is equally important that measurements of temperatures in centigrade and of lengths of objects in centimeters are not introduced into the science program before the children have complete understanding of our own English system of measurements.

How many of each item should be ordered? Is one aquarium per classroom enough or would it not be better to have several so that the children can experimentally compare the effects on their fish of an overcrowded aquarium, an aquarium without plants or snails, and a balanced aquarium? Can we effectively perform experiments in magnetism with one or two magnets per class; in electricity with one dry cell per year?

Is the equipment the best available for the price? At this moment, your office may be flooded with catalogs, brochures, and salesmen extolling the virtues of their products. Be certain that the equipment you order meets the specifications for use in your particular situation. Experience has shown that in science equipment as in any other items of merchandise, quality is the important factor to consider. Equipment which costs a little more but lasts twice as long under the rigors of classroom use is cheaper in the end. Use caution!

In addition to the materials which can be purchased under NDEA-approved projects, there are some basic items of equipment which are not allowable under the Law, yet are essential for a successful science program. They should not be overlooked in sound budget planning. There are three categories of these items:

1. Expendable items such as chemicals, balloons, batteries, and light bulbs.
2. Items not specifically science equipment yet indispensable in the science program. These would include dishes of various types; pots and and pans; some tools; and safety items such as fire extinguishers, and first aid cabinets.
3. Professional books for your teachers. Equipment in itself will not guarantee the success of a science program and every available professional book which will help your teachers to use their equipment should be available.

There is one additional item worthy of note. In the April 1958 issue of THE NATIONAL ELEMENTARY PRINCIPAL referred to above, three of the contributing authors mentioned the need for a $10 to $25 petty cash fund available to teachers for items of equipment which are needed at a moment's notice as new interests develop or planned purchases prove inadequate. This item is no less important in post-NDEA planning. No teacher can fully anticipate the rate at which interested pupils will expend dry cells and stocks of balloons, wire, or chemicals. No teacher can anticipate all the possible activities to which a science lesson may lead. Be prepared to help your teachers take advantage of these situations by the purchase of items as needs arise during the year.

The opportunity to provide your classrooms with the tools of dynamic science program is here. Take advantage of it!

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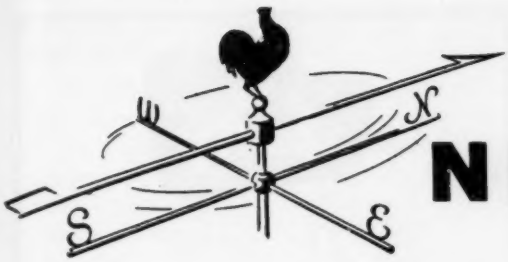

NEWS LOCAL-STATE-NATIONAL

State and Local

MINNESOTA MAKES SALARY STUDY

The Salary Committee of the Minnesota Elementary Principals Association has recently issued a report on elementary school principals' salaries in their state. The study was designed to provide information that would be helpful to superintendents in establishing sound schedules and to the Association in formulating salary recommendations.

A questionnaire was sent to every school district in the state with a graded elementary school. Out of 437, a total of 240 responses were received covering 575 teaching and supervising principals. The information reported is all based on 1958-59 salaries.

These are some of the interesting highlights of the findings.

Preparation: About 17 percent of the principals reported had no academic degree. They were predominantly in schools with fewer than 500 pupils. Better than a third—about 38 percent—had completed their bachelor's degree, while an even larger proportion, 43 percent, had earned a master's degree. Only 2 principals had doctor's degrees and a scattered few were at various stages between an M.A. and Ph.D.

As is the case throughout the country, the principals with the higher levels of educational preparation were administering the larger schools.

Salary range: The survey revealed a wide range of salaries within the state for elementary school principals. Minimum salaries varied from $3200 to $7750; maximum salaries varied from $3400 in the smallest schools to $10,000 in the largest.

Factors affecting salary: The survey reported on a number of factors which affect a principal's salary.

- Most of the school districts indicated that they give some credit to experience outside of the system in determining salaries. Four or five years outside experience is the most frequently accepted amount.
- Among the 240 districts responding, 20 reported that size of school was a factor.
- Very few systems indicated that additional compensation is paid for extra responsibilities such as noon duty, playground supervision, and so forth. In nine cases multiple building assignments were recognized in salary determination.
- Some type of merit plan was used in 10 of the 240 districts reported. Seventeen others stated that merit pay was under consideration.
- Very few districts reported a 52-week contract for their principals. By far the greatest number indicated 36-38 week contracts.

Negotiating methods: The two most frequently used methods for negotiating elementary principals' salaries were: 1) individual bargaining with the superintendent—28 percent; and 2) superintendent bargaining with the board without the principal—44 percent. Only eight school districts reported that a principals' salary committee negotiates salaries.

Copies of the Minnesota report have been distributed to all elementary school principals and

school superintendents in the state. The Association plans also to distribute a brochure of salary recommendations in the near future.

National Department

AN INVITATION!

Have any pet ideas about what your office should be like? Any dreams of what you'd want if a magic wand should come your way?

Have you developed any tricks for making do with what you have—in the way of equipment and space and staff for the office?

Then let us know! Next October, THE NATIONAL ELEMENTARY PRINCIPAL will feature "The Principal's Office" as the theme topic. We'll welcome your ideas (expressed briefly—no articles, please!) and your photographs (8 x 10, sharp glossy prints.)

We can't promise how much we can use or how—or even if! But we would like to hear from you. The deadline is May 15.

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NEW PARENT HANDBOOK PUBLISHED

How To Help Your Child Learn is the title of the latest handbook for parents published jointly by the Department of Elementary School Principals and the National School Public Relations Association, NEA.

The 40-page booklet answers many of the questions parents often ask about the elementary school program. Each of the major curriculum areas is discussed and a wealth of suggestions about how parents can help the school and their children is included.

DESP members will receive a complimentary copy of the booklet shortly. Single copies are 50 cents with discounts on quantity orders.

ANNUAL MEETING

Next month's issue will include considerable material about the Department's 1960 Annual Meeting, held March 26-30 in St. Louis, Missouri.

Mimeographed copies of the resolutions adopted at the business meeting are available from DESP headquarters.

TWO SPECIAL PUBLICATIONS UNDER WAY

The DESP is joint sponsor of two special publications now in progress. One, being prepared with the NEA's National Science Teachers Association, will help parents understand the elementary school science program better. It will be available early in the fall.

The other publication is on the academically talented in the elementary school. It is being prepared cooperatively by the DESP and the NEA's Project on the Academically Talented. Publication date has not yet been determined for this booklet.

MEMBERSHIP AT NEW HIGH

The DESP's membership report for March 1 showed a total of 19,080 members—a gain of 1,645 over the same time last year and an all-time record high. Total membership at the close of the Department's fiscal year on May 31, 1959, was 17,985.

A substantial number of states are already over their membership goals for the year with several more expected to go over the top during the month of March.

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SUMMER CONFERENCE REMINDER

If you are planning to attend either of the two summer conferences being cosponsored by the Department this year, you should get your registration in soon. Here are the essential facts as a reminder.

Hawaii: The 18th Annual Summer Conference will be held July 5-15 in Honolulu, Hawaii. "International Competence in Elementary Education" will be the theme. Cosponsors are the University of Hawaii and the NEA's Committee on International Relations.

Plattsburgh: Plattsburgh, New York, will be the scene of a Leadership Workshop and Reading Conference for elementary school principals from August 15-26. Cosponsors are the New York State Association of Elementary School Principals and the State University College of Education at Plattsburgh.

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By EVA KNOX EVANS, illustrations by *Beatrice Darwin*. About a fascinating walk through the woods, told in 105 different words. *April*

BELLING THE CAT AND OTHER STORIES
By LELAND B. JACOBS, illustrations by *Harold Berson*. Three famous folk tales, retold with wit, warmth and simplicity by a specialist in children's literature. 182 different words. *April*

WHALE HUNT
By JANE WERNER WATSON, illustrations by *Claude Humbert*. The exciting tale of a boy named Ron, who goes on a real whale hunt. 212 different words. *May*

THE KING WHO LEARNED TO SMILE
By SEYMOUR REIT, illustrations by *Gordon Laite*. How poor Harold, a king, learns to be happy. 161 different words. *May*

JUST FOR FUN
By PATRICIA SCARRY, illustrations by *Richard Scarry*. Simple, rhythmic prose describes the escapades of some delightful animals. *May*

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Parents Study Children's Attitudes Toward Home Life

A recent meeting of the parent education group in Waterloo, Iowa, was to be devoted to a discussion of practices and attitudes in home life which tend to spoil or indulge children. The discussion leaders in this group were invited to observe a model program. This was a panel presentation of children who were unknown to the members of the audience. The children discussed the practices and attitudes in their family life concerning allowances, helping around the home, and responsibilities toward their parents.

Members of the audience became aware that as they listened to the discussion they tended to pass judgment on not only the members of the panel, but also their parents. This reaction provoked the thought that to conduct a similar meeting in their own school could produce serious repercussions. It would be difficult for one to maintain an unbiased point of view when the home life of his neighbors would be put on display by the proposed child-panel technique.

It was decided to substitute an impersonal technique in the form of a questionnaire. The questionnaire would be composed of nine questions, as follows:

1. Do you work around home?
2. Do you have too much free time?
3. Do you always let your parents know where you are?
4. Do you have time after school and on Saturdays to do the things you like to do?
5. Do your parents trust you?
6. Whose approval do you value the most?
7. What kind of punishment do you get?
8. What are you most afraid of?
9. Are you paid for good report cards or for good grades? (in what way)?

This survey of the children's attitudes would yield information for the discussion without having to put children, parents, or their home life on the spot. At the PTA board meeting and by way of telephone, enough typical questions were collected to bring out the practices and attitudes we wished surveyed. Classroom teachers of 166 children in fifth and sixth grades were asked to cooperate in this survey by allowing a few minutes of their class time for these children to check the questionnaire. Children at these grade levels were chosen for the survey because they were considered to possess sufficient maturity and judgment to answer the questions intelligently.

The questionnaire was so designed that tabulation was simplified. The children had provided considerable information concerning the way their parents controlled, developed, and promoted desirable behavior in the home. The parent education leader could now face the group with the prevailing practices in their community as a whole.

The validity of the data collected in the questionnaire was supported by two beliefs. First, children enjoy checklists of a personal nature, and therefore took a positive attitude toward this one. Second, children are basically frank and honest.

The ensuing discussion period was fruitful because the topics discussed were specific, having been gleaned from the homes represented in this group. The experiment was considered successful because the questionnaire yielded, on a broad basis, the information needed, without risking offense to those concerned.

Marion F. Staley, Principal
Irving School
Waterloo, Iowa

A Local School Publicity Program

At the initial faculty meeting in our school last year, considerable attention was focused on how we might better inform our local community of the total school program. We decided that this might be done effectively through our local newspaper.

The editor of the paper—a most cooperative, conscientious and public-spirited citizen—was contacted by the school administration. In discussing with the editor several possible approaches, it was resolved that a weekly column entitled "Knowing Your Schools" would be instigated.

Our faculty met, discussed the proposed column, and agreed to participate. Each staff member, classified as well as certificated, agreed to contribute an article. A tentative list of articles was formulated for faculty approval. The following were some of the subjects suggested and later used.

Upper Grade Reading Program
Counseling and Guidance Services in the Elementary School
Enrichment Programs
Arithmetic in the Primary Grades
Special Education
The Elementary School Cafeteria
Language Arts in the Elementary School
Brief History of the Los Angeles City Elementary Schools
Student Leadership Opportunities
The Elementary Principalship
Some Financial Aspects of the City Schools
The Primary Grades Social Studies Program
The Elementary School Custodian

Initially, many of the teachers viewed with apprehension the responsibility of writing a 600-700 word article. But with the very favorable acceptance of the first few articles, this apprehension vanished and the teachers looked forward with zeal to submitting their individual articles.

The response to this column was excellent. Community reception was high and many patrons of the schools expressed appreciation for the privilege of having such informative material made available to the public. Educators in other schools have manifested a keen interest in initiating similar programs with the community paper in their area. Several of the articles have been sent to selected educational publications for consideration.

Evaluating the full public information impact of the column is difficult. Certainly, though, if this approach were to be multiplied several times over across the nation, the effect would be generally to assist in fostering a favorable climate in which public education can move forward.

From the point of view of the local faculty, the column has brought notable developments. The faculty as a group has taken a greater interest in the critical problems facing education, and a more thorough analysis of instructional techniques and methodology has evolved.

The great advantage of having the teachers of a school faculty write such articles lies in the fact that parents are especially interested in what a teacher has to say. Parents, by and large, have great respect and appreciation for teachers and will listen when a teacher speaks.

Robert T. DeVries
Vice Principal
Catskill Avenue Elementary School
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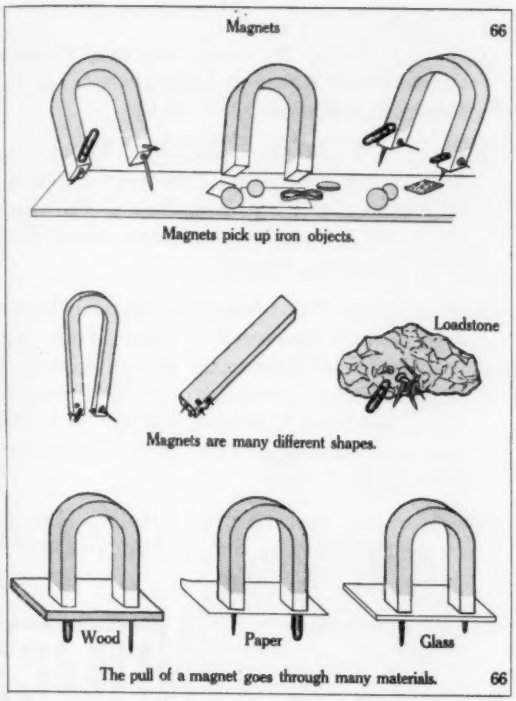

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April 3-5: Southwest Regional Drive-in Conference for Community School Administrators. Jointly sponsored by American Association of School Administrators, NEA; Department of Rural Education, NEA; and Council of Chief State School Officers. Austin, Texas.

April 19-23: Annual Convention, Council for Exceptional Children, NEA. Los Angeles, California.

April 23-28: National Convention, American Association for Health, Physical Education, and Recreation, NEA. Miami Beach, Florida.

June 26-July 1: Annual Meeting, National Education Association. Los Angeles, California.

July 5-9: Public Relations Seminar, National School Public Relations Association, NEA. San Francisco, California.

July 5-15: Eighteenth Summer Workshop. Jointly sponsored by the University of Hawaii; Department of Elementary School Principals, NEA; NEA Committee on International Relations. Honolulu Hawaii.

August 15-26: Third Annual Leadership Workshop. Jointly sponsored by New York State Association of Elementary School Principals; Department of Elementary School Principals, NEA; and State University College of Education at Plattsburgh, New York. Plattsburgh, New York.

March 18-22, 1961: Annual Meeting, Department of Elementary School Principals, NEA. Atlantic City, New Jersey.

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Photos by Barnett Addis—National Education Association

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